One Stop Inclusion Workgroup
Final Report
April 2006

**Michigan Department of
Labor & Economic Growth
in partnership with
The Disability Network
Michigan Rehabilitation Council
Michigan Works! Agencies
Michigan Works! Association
Office of Services to the Aging**

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Final Report
April 2006

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STATE OF MICHIGAN
DEPARTMENT OF LABOR & ECONOMIC GROWTH
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

ROBERT W. SWANSON
ACTING DIRECTOR

May 3, 2006

Dear Michigan Workforce System Partners:

The Department of Labor & Economic Growth is proud to endorse the One Stop Inclusion Workgroup's partnership initiative to make our workforce system more inclusive for all Michigan residents. Michigan has made great strides in opening our One Stop system to any and all who seek employment services. This document speaks to our past practices and our need and desire for continuous improvement and future inclusion efforts.

Through collaborative efforts, Michigan's One Stop Service Centers provide employment services to the state's diverse population. The Department will continue to support this effort throughout the state. Our thanks to all our system partners in coming together to develop a strategy that will move us forward in this important endeavor.

Sincerely,

Robert W. Swanson, Acting Director   Irma Zuckerberg, Acting Deputy Director

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Preface

*"We cannot have healthy communities when everyone is
preoccupied with narrow self-interest. We must recognize we are
part of something larger than ourselves."*
Bruce Adams, community collaboration expert

*"The real voyage of discovery consists not in
seeking new landscapes, but in having new eyes."*
Marcel Proust, French novelist

"Begin with the end in mind."
Stephen R. Covey, motivational author

"You can't be what you can't see."
E. Sharon Banks, Superintendent, Lansing School District

These quotes help to describe some of the principles and philosophies that drove the work of Michigan's One Stop Inclusion Workgroup. The formation of our group grew from a general recognition that Michigan's workforce system could be improved for inclusion of all of Michigan's diverse citizens.

The backdrop for our deliberations is Title I of the Workforce Investment Act of 1998, which depicts a demand-driven system for all job seekers that (1) is inclusive with universal design features; (2) has program integration; (3) is seamless with no wrong door; and (4) promotes and taps multiple sources of innovation and best practices.

It was the intent of the workgroup to be catalysts and facilitators of improvements — to focus on solutions, ideas, incentives, and strategies — and not be deterred by various challenges. We acknowledged two major challenges early in our deliberations: (1) performance measures that serve as disincentives to serving persons with multiple barriers to employment, and (2) limitations posed to program supports and evaluation when customers' self-report of various barriers is very conservative.

This workgroup supports the recommendation for a modified model for performance measures to remove barriers/disincentives to serving populations with complex multiple needs. We also propose simple adjustments to how data is tracked for persons served (e.g., advise why information is needed and how it will be used and validate inclusiveness).

The major intent of this report is to stimulate and facilitate improvements in Michigan's workforce system. It is not designed to trigger penalties or oversight or be a compliance document. We hope readers appreciate the emphasis on self-assessment and self-management. Our goal was to provide a resource tool for promoting full inclusion of all persons in our workforce system.

We believe our workforce system is evolving; this document reflects a work in progress. It is not, by any means, all-inclusive or the final chapter in our evolution, nor are any of the suggested tools or resources meant to replace practices implemented by recipients to demonstrate compliance with federal regulatory or state EO policy requirements. The test of its resourcefulness will be the degree to which it helps foster improved collaboration among all of Michigan's workforce system partners to realize the vision of a system that "honors and accommodates diversity."

In the words of David C. Hollister, former director of the Department of Labor & Economic Growth, two major trends in our society necessitate better collaboration, partnership, and inclusion of *all citizens*. These are the aging population and major changes in workforce demands.

We invite you to join us in contributing what you can to improve our workforce system in Michigan to keep it one of the best in the nation.

Jaye N. Shamsiddeen
Bureau Director
Michigan Rehabilitation Services

Executive Summary

Title I of the Workforce Investment Act (WIA) is administered by the Department of Labor and Economic Growth (DLEG) through workforce development boards in all of Michigan's 25 Michigan Works! areas. Local Michigan Works! agencies oversee approximately 100 Michigan Works! service centers that provide a core set of services to employers and job seekers statewide. These service centers are a major part of Michigan's extensive workforce development system.

A core function of the Michigan Works! system is to assure full access to facilities and programs for all employers and job seekers. In early 2000, DLEG contracted with a private consultant to survey and assess the progress of the one stop service centers in providing accessible services. Seven of the centers volunteered to participate in this review and receive technical assistance for systems improvement. In addition, in 2002 the State Workforce Board asked Michigan Rehabilitation Services (MRS) to assess the accessibility of the service centers. The results of these initiatives created the impetus for further development of a "spirit of inclusion" within the Michigan Works! service center system.

History of Workgroup

In 2004, to promote and expand the core mission of the service centers, the One Stop Inclusion Workgroup was convened by the Michigan Department of Career Development (MDCD) and was carried forward in the transition to the current host department, the Department of Labor and Economic Growth (DLEG). Former Deputy Director Dennis Sykes requested the workgroup to continue under the leadership of MRS Director Jaye N. Shamsiddeen. When Brenda Nijwaji was appointed director of DLEG's Bureau of Workforce Programs (BWP), she became co-chair of the workgroup. This initiative is part of DLEG's strategic priorities.

The department's charge to the workgroup was to evaluate and promote inclusion in the one stop service centers. Staff members from the Bureau of Workforce Programs, Michigan Rehabilitation Services, Michigan Commission for the Blind, Michigan Works! agencies, the Michigan Rehabilitation Council, the Office of Services to the Aging, the Michigan Works! Association, and the Michigan Commission on Disability Concerns served on this workgroup.

The purpose adopted by the workgroup was to "work collaboratively to create an inclusive one stop service system that is welcoming, inviting, accommodating, and accessible to everyone." The mission was to go beyond accessibility – beyond the minimum required standards to standards of "great practices." The group's deliberations were directed to address inclusion for all protected groups, including minorities, women, youth, seniors, persons with disabilities, and those with limited English-speaking skills.

Subcommittees formed around these workgroup objectives:
- Develop a *data collection, analysis, and evaluation* system for inclusion and accessibility for all customers.
- Establish *standards for accessibility* to facilities and *inclusion in service delivery* that is responsive to all customers.
- Recommend *training and support systems* and methods that sustain and institutionalize inclusion and accessibility.

The workgroup and its subcommittees met several times between June 2004 and September 2005. During this time, standards, guiding principles, and implementation strategies evolved; all focused on the underlying principles of capacity building, great practices, implementation, awareness, and resource identification. Through extensive research, deliberations, and collaboration, a set of recommendations was developed around evaluating "what is" and "what could be"; what kinds of information and training are needed to create open and welcoming service centers; and what kinds of continuous improvement elements need to be in place to assure ongoing universal access.

Philosophy of Inclusion

The subcommittee on Standards for Accessibility and Inclusion focused on the philosophy of inclusion. Its recommendations go beyond

building design and curb cuts. The issue is employee awareness and sensitivity to the needs of others. Subcommittee members suggest '"customer-based input and involvement in service center redesign and development for universal access. Who better to help you address physical and programmatic barriers to service delivery, and assist in planning to remove those barriers to accessing services, than the customers who need those very services?"

The philosophy that partnerships with customers must be ongoing to maintain awareness and sensitivity to a variety of issues facing customers in local communities is a key element. This philosophy also supports the mechanism for continuous assessment of facilities and programs that will be necessary to ensure inclusion. While a standardized assessment has been developed for use by the service centers (Appendix D), additional protocols can be of value for engaging specific populations. For example, the "Protocol for Serving Older Workers" (Appendix E), although developed for a specific population, could be a template for evaluating any of the programs operated through the Michigan Works! system and could provide a more standardized approach to serving specific population groups.

Part of operating a universally accessible system requires meeting the diverse customer needs that exist within the local service delivery area. To accomplish this, customers need to become partners. Service delivery systems must form and sustain these partnerships to assist in meeting the needs of diverse cultures. Services and facilities must be designed in an anticipatory way so that they meet a broad range of needs.

Range of Needs

To identify areas of improvement, a baseline of current behavior and practice needs to be created. The recommendations of the subcommittee on Data Collection, Analysis, and Evaluation centered on

establishing baseline data for inclusion of all protected groups in each service area. Once gathered, this data would be used to evaluate current performance, develop continuous improvement goals, and establish local processes for meeting those goals. Feedback to local workforce partners, along with self-assessment tools, would be key to improving universal access.

Data on services to protected groups can come from many sources. One stop service centers have data on WIA adults and youth, dislocated workers, and Wagner-Peyser customers. Michigan Rehabilitation Services (MRS) and the Michigan Commission for the Blind (MCB) have information relative to persons with disabilities who also have characteristics of the other protected groups. Service centers have local resources to address customer satisfaction of those in the protected groups.

Process for Improvement

Once areas of improvement are identified, a process for improvement is essential. A major emphasis of the recommendations by the subcommittee on Training and Support was utilization of the Michigan Works! Disability Subcommittee as the conduit for the delivery of an inclusion-based information and training program. This group will assist service centers in planning for needed assistive technology, developing a "great practices" guide, and facilitating ongoing technical assistance between public vocational rehabilitation and service centers that focus on inclusion efforts, training, and outreach.

The Michigan Works! Association has agreed to survey (Appendix F) Michigan Works! agencies annually in order to compile great inclusion practices used across the state. The results will become a reference guide for all Michigan Works! agencies.

Executive Summary of Recommendations

Data Collection, Analysis, and Evaluation
- Collect and distribute baseline data.
- Analyze data.
- Develop clear, measurable improvement goals.
- Implement a continuous improvement plan to promote equitable service and outcomes.
- Evaluate continuous improvement progress.
- Recognize and reinforce achievements and efforts.

Standards for Accessibility and Inclusion
- Provide ongoing employee awareness and sensitivity training using a variety of methods such as distance learning and webinars.
- Develop strategies to continually assess physical and programmatic barriers to service delivery.
- Develop a plan to address and remove physical and programmatic barriers to accessing services.
- Conduct continuous improvement evaluation of policies, practices, and procedures to ascertain the degree to which accessibility and inclusion are maintained.
- Collect and use customer and stakeholder feedback to continually improve services to diverse populations.

Training and Support
- Train staff from Michigan Works! agencies, service providers, and partner agencies to promote inclusion in services, programs, and activities.
- Create an online guide listing resources and great practices for making service centers more inclusive.

Background

The Michigan Works! system is founded on statutory and regulatory provisions and requirements. The Workforce Investment Act (WIA) of 1988 created the standards and requirements under which workforce systems must operate. Title I of WIA created a new approach to meeting the needs of employers and job seekers by requiring local workforce areas to develop a one stop service center system to provide employment and training services at centralized locations.

The goal of the one stop service centers is to strengthen the state's workforce system by combining a wide array of services provided by a variety of "required partners" collocated at one site. A core value of the one stop service centers is to assist and support all job seekers in fully participating in the Michigan workforce.

To promote the goals and values within the Michigan Works! service center system, WIA includes specific regulations on nondiscrimination and equal opportunity for services provided under WIA that not only focus on services for people with disabilities, but that also address equal opportunity for a wide range of other groups and individuals (WIA 29 CFR Part 37).

Section 188 of WIA prohibits discrimination against individuals based on race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in any WIA financially asssisted program or activity. Interim final regulations implementing Section 188 were issued by the U. S. Department of Labor on November 12, 1999 (29 CFR Part 37).

Methods of Administration

In accordance with the Section 188 regulations, the governor is responsible for oversight of all WIA Title I financially assisted programs. This responsibility includes ensuring compliance with the nondiscrimination and equal opportunity provisions. Federal regulations specify that each governor must establish and adhere to a "Methods of Administration" (MOA), a document that specifically describes the policies, procedures and systems that guide how the state and its recipients are, and will continue, to meet the equal opportunity requirements of WIA and 29 CFR Part 37. The MOA must be in writing (with narrative and documentation), be reviewed and updated periodically, and signed by the governor. The nine elements that must be addressed in a state's MOA:

1. Designation of Equal Opportunity Officer
2. Notice and Communication
3. Assurances
4. Universal Access
5. Obligation Not to Discriminate on the Basis of Disability
6. Data and Information Collection and Maintenance
7. Monitor for Compliance
8. Complaint Processing Procedures
9. Corrective Actions/Sanctions

Federal agency assessments of the MOA developed for Michigan's workforce development and one stop delivery system have consistently found that the state had implemented policies and procedures that provide a reasonable guarantee of compliance with the nondiscrimination and equal opportunity provisions of the federal programs. EO management staff stationed in the Bureau of Workforce Programs (BWP) maintain continuous oversight of MOA practices and provide compliance and resource assistance to aid recipient agencies in implementing MOA and state policy requirements.

In addition to the MOA, the Michigan Works! System Governance and Minimum Standards (www.michigan.gov/mdcd), adopted in November 2001, represents a crucial piece in the state's comprehensive strategy to break down service barriers and create a service delivery network that is responsible to the needs of the state's diverse customers. This policy was established as a "baseline" for serving customers of the local one stop service centers.Workforce development boards and local elected officials were encouraged to "extend beyond these services and standards to better serve employers and job seekers."

Throughout the years, USDOL, universities, and advocates have developed checklists for one stop service centers. A universal design concept was

drafted under contract with the Metro North Regional Employment Board's Customized Employment Project in Malden, Massachusetts, funded by the USDOL Office of Disability Employment Policy (Appendix G). It has been provided here for reference.

Use of these checklists will help centers identify areas of concern with respect to the existing nondiscrimination laws and identify areas where they need to be more proactive in designing or modifying facilities or programs. As the Institute for Community Inclusion states in its *One Stop Disability Resource Manual* (p. 74). "Under the law, it is not sufficient that the One stop system simply respond to requests for assistance and accommodations. … When local One stop service center systems design services, they are required to proactively anticipate the needs of all people. …"

Subcommittee Recommendations

Michigan's One Stop Inclusion Workgroup began its deliberations with a focused mission to develop recommendations that would promote full inclusion in all one stop service centers. A new way of approaching the issues and thinking about inclusion was needed to change the focus of this process from reactive to proactive.

Adhering to its statement of purpose — *Work collaboratively to create an inclusive one stop service system that is welcoming, inviting, accommodating, and accessible to everyone —* the workgroup felt the need to go beyond providing accommodations on an individual basis. Objectives began to develop around the following:

- Determine minimum accessibility standards.
- Establish higher level standards for inclusion beyond the minimum.
- Identify the processes and resources needed to implement great practices.
- Develop an evaluation system for one stop center inclusion.
- Develop a process to assure the Michigan Works!

Association resource guide is updated and includes technology, training, and technical assistance.

All workgroup members shared in a focused philosophy on inclusion:

Accessibility focuses on the ease of individuals to access available services in a barrier-free environment. Inclusion creates the environment that promotes service delivery where an individual will not encounter barriers to full participation.

One of the core principles of the one stop service center is to provide universal access to all employers looking for assistance in filling vacancies and job seekers who want information, counseling, and help in finding jobs, education, and training. Part of operating a universally accessible system requires meeting the diverse customer needs that exist within the local service delivery area. This includes the needs of individuals with disabilities (physical, mental, cognitive, and sensory), people of different cultures, and persons with language and other barriers to employment.

As recipients of federal and state funds, Michigan Works! agencies are required to comply with various regulations relating to non-discrimination, equal opportunity, and inclusion. The most critical of these are:
- *The Workforce Investment Act of 1998 [29 CFR Part 37]*
- *Section 504 of the Rehabilitation Act of 1973, as amended*
- *Titles I and II of the Americans with Disabilities Act (ADA)*
- *Michigan Barrier Free Design Rules*
- *Michigan Works! System Governance and Minimum Standards*
- *Michigan Methods of Administration (MOA)*

However, actively promoting inclusion and accessibility goes beyond compliance to universal access. Program services and facilities must be designed in a way that everyone can benefit from them. Anticipating and meeting the needs of a broad diversity of individuals ensures that centers are welcoming, inviting, accommodating, and accessible to everyone.

Using this shared inclusion philosophy, subcommittees on Data Collection, Analysis, and Evaluation; Standards for Accessibility and Inclusion; and Training and Support evolved and developed strategies for inclusion. As the subcommittees deliberated and crafted their recommendations, the requirements of federal and state compliance reviews remained a central guide. In addition, the DLEG equal opportunity staff was involved in the workgroup to provide background and information on the compliance provisions of the regulations.

Data Collection, Analysis, and Evaluation Subcommittee Recommendations

Baseline data is essential to begin the process of identifying areas of improvement and implementing continuous improvement strategies. For a variety of legal, ethical, and practical reasons, the Michigan Works! system needs to create a culture of respect for an individual's right to privacy. The workgroup determined that the baseline data would be from three of the four major workforce programs (Wagner-Peyser, WIA Adult, and Dislocated Workers). The fourth program (Older Youth) would be included in later data reports. Within these three programs, data is

collected on the following groups: Female, Blacks, American Indian, Asian, Limited English Proficiency (LEP), Individuals with disabilities, and Persons aged 55-64. Data collection and analysis may be limited due to participants' reluctance to self-report barriers they may be experiencing.

Each Michigan Works! agency receives a data report twice a year with outcomes for each group in each program for persons registered, received services, entered, and placed in employment. There are reports for each program, and each program has a report listing the outcomes for each group in all service areas. For example, the WIA Adult Program for PY 04 printed 12-19-05 indicates that one of the Michigan Works! agencies served 266 people. Of those served, 141 were female, which is 53 percent of the total population served. Census data shows that this Michigan Works! agency's catchment area labor force is 50.7 percent female. Thus, this agency is doing well in serving the female labor force in its area. Sample data reports are in Appendix B.

In order for a Michigan Works! agency to assess its standing and progress within each of these areas, the subcommittee developed an assessment tool (Appendix D). While many assessment tools are available, the work group recommended a more holistic model. Furthermore, the workgroup determined that all Michigan Works! agencies will need to use one consistent tool to reduce confusion over standards and comparisons.

Many of the previously developed tools address only physical access; some ask only about staff understanding of issues of diversity; some are too severe and mandating. This design is to help Michigan Works! agencies make decisions about their progress and outcomes. The tool and its questions can provide guidance and reference, and suggest resources to make improvements. While this tool is not the final solution, it is a beginning and will be refined with future feedback and suggestions from users.

The data-based planning and evaluation system is a multi-phase process, which only begins with data collection. The process is continuous as improvement targets, specified changes, and/or improvement strategies are adjusted. Use of local inclusion workgroups, consisting of customers, community partners, employers, and Michigan Works! agency/one stop center staff, is one way to promote the success of such efforts.

Data is available on inclusion of protected groups in all required programs.

Identifying and tracking persons belonging to the protected groups needs to be addressed. For instance, persons with disabilities have a tendency not to disclose the nature or presence of their disability. It will be important for staff to understand how to ask questions about barriers, making sure they explain why they are asking and offering assurances to customers that their disclosures will not disadvantage them in the job market (National Center on Workforce and Disability, "Asking About Disability and Respecting Confidentiality in One Stop Service Delivery"; online paper at www.onestops.info).

The baseline data addresses registration, intensive services, and employment outcomes for all protected groups in each program area. However, a baseline of customer satisfaction is needed using surveys and focus groups for these same protected groups. An analysis of the pertinent baseline data will allow for a comparison with current performance and population trends. This information will allow each Michigan Works! agency to develop a continuous improvement plan with clear, measurable goals tailored to the needs of that particular agency. The goals should be routinely evaluated to assess progress. Those agencies that have developed local inclusion workgroups will have greater assurance of more targeted implementation and continuous evaluation and monitoring.

It is imperative that one stop service centers are recognized for their inclusion efforts and successes. Press coverage, governor and/or peer recognition, and promoting best practices on a website or in DLEG newsletters are only a few of the ways to encourage and recognize continuous improvement efforts. To encourage and promote positive efforts and successes, DLEG staff, Michigan Works! agency staff, or partner organization staff would be available to provide technical assistance to agencies that request it and/or demonstrate specific needs for assistance.

Standards for Accessibility and Inclusion Subcommittee Recommendations

Accessibility focuses on the ease with which individuals are able to access available services in a barrier free environment. Part of operating a universally accessible system requires meeting the diverse customer needs that exist within the

local service delivery area. Actively promoting inclusion and accessibility extends beyond compliance to universal access. Programs, services, and facilities must be designed in a way that everyone can benefit Anticipating and meeting the needs of a broad range of individuals ensures that centers are welcoming, inviting, accommodating, and accessible to everyone.

To promote this concept, all Michigan Works! agencies must strive to ensure that services are fully accessible by establishing a diverse partnership base from which great practices, new information, and feedback can be obtained. The development of facilities and services must be anticipatory to meet the needs of the total community.

The recommendations of the subcommittee emphasize the continued necessity for education, information, awareness, and understanding the needs of a diverse community served by a one stop service center. This can be accomplished by the use of a variety of training materials, self-assessment tools, facilities planning that includes identification of architectural and programmatic obstacles, and, most importantly, customer feedback and customer participation in the design and development of facilities and services.

As mentioned earlier, Michigan Works! agencies are encouraged to develop local inclusion groups to assist them in developing strategies to meet the needs of a diverse community. Since each service center's customers and circumstances are unique, it is important to identify barriers that stand in the way of accessibility and inclusion. To assess physical accessibility, the standardized ADA self-evaluation tool should be used (Appendix C).

Educating staff about the meaning and practices of accessibility and inclusion and enlisting their commitment to these practices is necessary to serve diverse populations. As barriers are identified, a well-educated and responsive staff can facilitate services to an individual in need as well as help the center plan for improvements.

Training and Support Subcommittee Recommendations

One of the core principles of the Michigan Works! agencies is to provide universal access to all employers looking for assistance in filling vacancies and job seekers who want information, counseling, and help in finding jobs, education, and training. Providing information to one stop center staff, making information available in a variety of formats for learning, and creating resources for one stop center staff are all paramount to their understanding of and dealing with a diverse population. Information and training may be provided through any of the following methodologies: webinars, workshops, downloadable materials, online learning programs, print guides, or presentations.

These varied formats will allow for "just in time" training that will assure new staff are well trained and all staff have the information they need to provide the full scope of services for any job seeker or employer. To this end, the Michigan Works! Association Disability Subcommittee has offered to take the lead in this recommendation. It will support this initiative by creating and maintaining an online resource guide of great practices that one stop service centers can review and share.

 "Seven Steps to Accessible Computer Technology" (Appendix H) provides agencies with a comprehensive plan for creating an ability-friendly computer department. Utilization of this model integrates an overall information technology plan into the agency's management and organizational plans. "Assistive technology is no longer thought of as a separate issue; it is integrated into the overall information technology plan and the organization's operations as accessible technology" ("Creating Access to your Organization's Computer Technology," PowerPoint presentation by Luke Zelley and Julie Chreston, The Disability Network). Training in and understanding the need for accessible technology provides major benefits to the Michigan Works! agencies. Accessible technology is the standard in today's technological environment. A highly accessible environment provides a competitive edge to a one stop service center.

The Michigan Works! Association's Disability Subcommittee will promote regional and local partnerships that will be a continuous source for identifying resources and experts to facilitate the way to improved accessibility. These regional and local partnerships will assist in the ongoing identification of resources, which will foster positive changes in the physical accessibility of the service centers and/or program accessibility. This support effort will serve to promote inclusive programs, services, and activities via collaboration.

Implementation

All Michigan Works! agencies, in addition to EO statistical data generated for the WIA Quarterly EO Performance Review, will receive baseline data on registration, intensive services, and employment outcomes for all protected groups in each service area every six months. This data, along with accessibility checklists, surveys, and community input, will provide the offices with a summary of barriers and/or obstacles to inclusion.

In addition, MWAs will receive results from on-site monitoring conducted to assess recipient compliance with the nondiscrimination and EO provisions of workforce programs and will rely on the newly designed checklists to periodically monitor agency, One-Stop Center, and service provider progress.

The Employment and Training Administration (ETA) of the U.S. Department of Labor released a "Protocol for Serving Older Workers" (Appendix E). This tool has broad application for use in the one stop service centers for reviewing and monitoring other areas of concern in the local offices   These tools will provide each center with the data and information needed to design a continuous improvement model.

To assure standardization, DLEG/BWP EO staff will draft or amend existing state policy to include any revision in the standards for accessibility to facilities and inclusion in service delivery. Changes, as appropriate, to reflect the state's and its partners' shared vision for ensuring equity and enhancing inclusion and access to that workforce system will be incorporated into the Methods of Administration filed with federal civil rights enforcement agencies. Recommendations from this workgroup need to be considered for inclusion in the state MOA.

As standards are developed, the Michigan Works! Association's Disability Subcommittee, in partnership with DLEG, will continue to prepare and provide technical assistance and training on addressing physical and programmatic barriers to accessing services. Community partners will be involved in the process from design to implementation. An online guide of "great practices" will be developed and continuously revised and updated to ensure that Michigan Works! agency administrators have a format for sharing their most successful practices as well as a reference tool. Areas of outstanding achievement and effort will be recognized.

Local inclusion workgroups can use the data, surveys, and other community feedback to identify, explore, and design solutions meeting the needs of individual catchments. The results of these workgroups will be posted to a website as tools for others.

The Michigan Works! Association will conduct biennial surveys to update the online resource (Appendix F). The first of these surveys under this model will be completed in November 2006. This effort will benchmark the inclusive programs, services, and activities in use statewide.

Conclusion

The Michigan Works! system has come a long way. It is a vital and integral part of workforce development in Michigan. However, more job seekers must see this system as one that works for them and includes them. Persons feel excluded when they can't read the signs, can't find anyone to assist them, can't see posters that reflect anyone who looks like they do, or can't get into the building or around the building.

The Michigan Works! system is for everyone who seeks employees or employment. As such, it needs to reflect the community it serves. To do this, service centers must know their communities and how to market to a diverse population. This means knowing a variety of communication formats; opening wide their doors so all can enter; and demonstrating a willingness to make the changes needed to make people feel welcome when seeking services.

Appendix A

Member List

Cynthia Bell
City of Detroit Workforce Development Depart.

Mark L. Berdan, Director
MI Works! Region 7B Employment and
Training Consortium, Harrison

Marcia Black-Watson, Manager
Advisory Administration Unit
Department of Labor & Economic Growth (DLEG)

Peggy Brey, Deputy Director
Office of Services to the Aging
Michigan Department of Community Health

Cecily Cagle
Michigan Rehabilitation Council

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Jaye N. Shamsiddeen, Director
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Bettie Shaw-Henderson, Deputy Director
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Cathy Simons, Director
Ottawa County MI Works! Community Action
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Douglas Stites, Director
Capital Area Michigan Works!, Lansing

Mildred Williams
Bureau of Workforce Programs
DLEG

Duncan O. Wyeth, Director
Michigan Commission on Disability Concerns,
DLEG

J. Michael Zelley, President & CEO
The Disability Network, Flint

Appendix B

Sample Data for the WIA Dislocated Worker Program
PY04
July 1, 2003 - June 30, 2004

REGISTERED

MICHIGAN WORKS! AGENCY	ALL (2) Total Served	FEMALE (3) # Served	FEMALE (4) Perf	FEMALE (5) Pop	BLACK OR AFRICAN AMERICAN (3) # Served	(4) Perf	(5) Pop	HISPANIC OR LATINO (3) # Served	(4) Perf	(5) Pop	AMERICAN INDIAN OR ALASKA NATIVE (3) # Served	(4) Perf	(5) Pop	ASIAN (3) # Served	(4) Perf	(5) Pop	LEP[1] (3) # Served	(4) Perf	(5) Pop	DISABILITY (3) # Served	(4) Perf	(5) Pop	AGE 55-64 (3) # Served	(4) Perf	(5) Pop
Region 7b	81	31	38.3%	50.4%	0	0.0%	0.5%	1	1.2%	1.0%	1	1.2%	0.7%	0	0.0%	0.3%	0	0.0%	0.4%	1	1.2%	21.9%	9	11.1%	13.7%
Barry, Branch, Calhoun	266	141	53.0%	50.7%	29	10.9%	6.8%	8	3.0%	2.7%	2	0.8%	0.6%	2	0.8%	0.8%	0	0.0%	0.8%	18	6.8%	17.0%	20	7.5%	9.4%
Saginaw, Midland, Bay	250	132	52.8%	46.0%	46	18.4%	10.3%	15	6.0%	4.9%	1	0.4%	0.4%	1	0.4%	0.9%	12	4.8%	0.6%	132	52.8%	16.5%	17	6.8%	9.3%
Berrien, Cass, Van Buren	270	181	67.0%	51.0%	44	16.3%	11.4%	8	3.0%	4.1%	4	1.5%	0.6%	3	1.1%	0.8%	0	0.0%	1.2%	10	3.7%	18.0%	48	17.8%	9.7%
Six County - The Job Force	444	196	44.1%	50.1%	2	0.5%	1.0%	3	0.7%	0.7%	9	2.0%	1.9%	1	0.2%	0.4%	0	0.0%	0.3%	15	3.4%	15.7%	45	10.1%	9.7%
City of Detroit	1,045	592	56.7%	52.9%	849	81.2%	81.6%	19	1.8%	5.0%	2	0.2%	0.3%	11	1.1%	1.0%	47	4.5%	2.1%	2	0.2%	24.1%	102	9.8%	7.1%
Eastern Upper Peninsula	96	59	61.5%	45.6%	0	0.0%	4.7%	4	4.2%	1.4%	14	14.6%	12.5%	1	1.0%	0.4%	1	1.0%	0.4%	5	5.2%	16.2%	6	6.3%	10.0%
Career Alliance	705	375	53.2%	51.8%	287	40.7%	17.5%	24	3.4%	2.3%	8	1.1%	0.5%	4	0.6%	0.8%	0	0.0%	0.5%	10	1.4%	17.4%	45	6.4%	8.8%
CAMWC	274	145	52.9%	48.9%	2	0.7%	3.0%	15	5.5%	2.8%	6	2.2%	1.2%	0	0.0%	0.6%	0	0.0%	0.5%	19	6.9%	14.3%	22	8.0%	8.1%
Thumb Area	375	239	63.7%	49.9%	2	0.5%	0.7%	9	2.4%	2.6%	3	0.8%	0.4%	2	0.5%	0.3%	1	0.3%	0.5%	10	2.7%	16.1%	29	7.7%	9.8%
Kalamazoo-St. Joseph	351	166	47.3%	51.7%	36	10.3%	8.2%	14	4.0%	2.9%	1	0.3%	0.4%	4	1.1%	1.8%	0	0.0%	1.0%	8	2.3%	31.1%	48	13.7%	8.2%
West Central	353	190	53.8%	50.1%	5	1.4%	2.3%	10	2.8%	2.4%	3	0.8%	0.7%	1	0.3%	0.5%	3	0.8%	0.5%	9	2.5%	18.2%	38	10.8%	8.7%
CAMW	217	116	53.5%	51.4%	24	11.1%	8.1%	16	7.4%	4.7%	5	2.3%	0.5%	5	2.3%	2.7%	3	1.4%	1.1%	19	8.8%	14.4%	18	8.3%	8.0%
Macomb-St. Clair	1,368	788	57.6%	51.0%	307	22.4%	2.6%	27	2.0%	1.7%	22	1.6%	0.3%	32	2.3%	1.9%	24	1.8%	1.5%	52	3.8%	14.4%	147	10.7%	9.1%
Muskegon-Oceana	246	108	43.9%	50.3%	38	15.4%	12.3%	13	5.3%	4.6%	5	2.0%	0.9%	0	0.0%	0.4%	1	0.4%	1.1%	12	4.9%	18.7%	24	9.8%	8.6%
Northeast	148	58	39.2%	50.4%	1	0.7%	0.3%	3	2.0%	0.7%	1	0.7%	0.9%	0	0.0%	0.3%	0	0.0%	0.4%	5	3.4%	19.8%	9	6.1%	12.4%
Northwest	265	171	64.5%	50.5%	0	0.0%	0.4%	3	1.1%	1.5%	5	1.9%	1.4%	2	0.8%	0.4%	2	0.8%	0.5%	9	3.4%	16.1%	30	11.3%	10.3%
Oakland	340	195	57.4%	51.0%	87	25.6%	10.1%	10	2.9%	2.4%	6	1.8%	0.3%	13	3.8%	4.2%	1	0.3%	1.7%	6	1.8%	12.9%	36	10.6%	8.8%
Western Upper Peninsula	96	53	55.2%	48.3%	2	2.1%	1.5%	0	0.0%	0.8%	2	2.1%	2.2%	0	0.0%	0.9%	0	0.0%	0.5%	2	2.1%	17.5%	11	11.5%	10.4%
Livingston	75	53	70.7%	49.5%	2	2.7%	0.5%	0	0.0%	1.2%	0	0.0%	0.4%	0	0.0%	0.6%	0	0.0%	0.4%	3	4.0%	10.9%	5	6.7%	8.9%
Washtenaw	99	43	43.4%	49.5%	31	31.3%	12.3%	0	0.0%	2.7%	0	0.0%	0.4%	3	3.0%	6.3%	2	2.0%	1.5%	1	1.0%	11.5%	14	14.1%	7.1%
SEMCA	709	395	55.7%	51.2%	139	19.6%	7.6%	3	0.4%	2.6%	8	1.1%	0.4%	14	2.0%	2.1%	6	0.8%	1.7%	3	0.4%	16.0%	82	11.6%	9.0%
Ottawa	433	259	59.8%	50.8%	20	75.0%	1.0%	75	17.3%	7.0%	5	1.2%	0.5%	6	1.4%	2.1%	10	2.3%	1.5%	25	5.8%	11.2%	41	9.5%	12.5%
ACSET	1,051	499	47.5%	50.7%	174	16.6%	7.7%	87	8.3%	6.8%	13	1.2%	0.5%	47	4.5%	1.7%	47	4.5%	2.3%	76	7.2%	13.8%	126	12.0%	7.3%
SCMW	195	102	52.3%	49.7%	7	3.6%	4.9%	15	7.7%	3.6%	0	0.0%	0.4%	0	0.0%	0.5%	0	0.0%	0.6%	4	2.1%	16.4%	26	13.3%	9.1%
Statewide	9,752	5,287	54.2%	50.9%	2,134	21.9%	14.2%	382	3.9%	3.5%	126	1.3%	0.5%	152	1.6%	2.0%	160	1.6%	1.3%	456	4.7%	16.5%	998	10.2%	8.8%

Source of Data: WIA Demographic Report
[1] Limited English Proficiency
[2] Total persons served by each MWA
[3] Number of persons served in each of the four categories
[4] Percentage of total persons served in each of the four categories
[5] Percentage of population in each of the four categories has been reported in the MWA catchments areas in Census data

12/20/2005

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Sample Data for the WIA Dislocated Worker Program
PY04
July 1, 2003 - June 30, 2004

RECEIVED INTENSIVE/TRAINING SERVICE

MICHIGAN WORKS! AGENCY	ALL (2) Total Served	FEMALE (3) # Served	(4) Perf	(5) Pop	BLACK OR AFRICAN AMERICAN (3) # Served	(4) Perf	(5) Pop	HISPANIC OR LATINO (3) # Served	(4) Perf	(5) Pop	AMERICAN INDIAN OR ALASKA NATIVE (3) # Served	(4) Perf	(5) Pop	ASIAN (3) # Served	(4) Perf	(5) Pop	LEP(1) (3) # Served	(4) Perf	(5) Pop	DISABILITY (3) # Served	(4) Perf	(5) Pop	AGE 55-64 (3) # Served	(4) Perf	(5) Pop
Region 7b	81	31	38.3%	50.4%	0	0.0%	0.5%	1	1.2%	1.0%	1	1.2%	0.7%	0	0.0%	0.3%	0	0.0%	0.4%	1	1.2%	21.9%	9	11.1%	13.7%
Barry, Branch, Calhoun	266	141	53.0%	50.7%	29	10.9%	6.8%	8	3.0%	2.7%	2	0.8%	0.6%	2	0.8%	0.8%	0	0.0%	0.8%	18	6.8%	17.0%	20	7.5%	9.4%
Saginaw, Midland, Bay	215	130	60.5%	51.6%	45	20.9%	10.3%	15	7.0%	4.9%	5	2.3%	0.4%	1	0.5%	0.9%	1	0.5%	0.6%	12	5.6%	16.5%	16	7.4%	9.3%
Berrien, Cass, Van Buren	270	181	67.0%	51.0%	44	16.3%	11.4%	8	3.0%	4.1%	4	1.5%	0.6%	3	1.1%	0.8%	0	0.0%	1.2%	10	3.7%	18.0%	48	17.8%	9.7%
Six County - The Job Force	441	194	44.0%	50.1%	2	0.5%	1.0%	3	0.7%	0.7%	9	2.0%	1.9%	1	0.2%	0.4%	0	0.0%	0.3%	15	3.4%	15.7%	45	10.2%	9.7%
City of Detroit	1,045	592	56.7%	52.9%	849	81.2%	81.6%	19	1.8%	5.0%	2	0.2%	0.3%	11	1.1%	1.0%	47	4.5%	2.1%	2	0.2%	24.1%	102	9.8%	7.1%
Eastern Upper Peninsula	96	59	61.5%	45.6%	0	0.0%	4.7%	4	4.2%	1.4%	14	14.6%	12.5%	1	1.0%	0.4%	1	1.0%	0.4%	5	5.2%	16.2%	6	6.3%	10.0%
Career Alliance	296	148	50.0%	51.8%	66	22.3%	17.5%	9	3.0%	2.3%	2	0.7%	0.5%	3	1.0%	0.8%	0	0.0%	0.5%	6	2.0%	17.4%	24	8.1%	8.8%
CAMWC	274	145	52.9%	48.9%	2	0.7%	3.0%	15	5.5%	2.8%	6	2.2%	1.2%	0	0.0%	0.6%	0	0.0%	0.5%	19	6.9%	14.3%	22	8.0%	8.1%
Thumb Area	375	239	63.7%	49.9%	2	0.5%	0.7%	9	2.4%	2.6%	3	0.8%	0.4%	2	0.5%	0.3%	1	0.3%	0.5%	10	2.7%	16.1%	29	7.7%	9.8%
Kalamazoo-St. Joseph	351	166	47.3%	51.7%	36	10.3%	8.2%	14	4.0%	2.9%	1	0.3%	0.4%	4	1.1%	1.8%	0	0.0%	1.0%	8	2.3%	31.1%	48	13.7%	8.2%
West Central	298	163	54.7%	50.1%	5	1.7%	2.3%	7	2.3%	2.4%	2	0.7%	0.7%	0	0.0%	0.5%	2	0.7%	0.5%	7	2.3%	18.2%	31	10.4%	8.7%
CAMW	216	116	53.7%	51.4%	24	11.1%	8.1%	15	6.9%	4.7%	5	2.3%	0.5%	5	2.3%	2.7%	3	1.4%	1.1%	19	8.8%	14.4%	18	8.3%	8.0%
Macomb-St. Clair	1,368	788	57.6%	51.0%	307	22.4%	2.6%	27	2.0%	1.7%	22	1.6%	0.3%	32	2.3%	1.9%	24	1.8%	1.5%	52	3.8%	14.4%	147	10.7%	9.1%
Muskegon-Oceana	240	103	42.9%	60.3%	35	14.6%	12.3%	13	5.4%	4.6%	5	2.1%	0.9%	0	0.0%	0.4%	1	0.4%	1.1%	12	5.0%	18.7%	23	9.6%	8.6%
Northeast	120	48	40.0%	50.4%	1	0.8%	0.3%	2	1.7%	0.7%	1	0.8%	0.9%	0	0.0%	0.3%	0	0.0%	0.4%	3	2.5%	19.8%	7	5.8%	12.4%
Northwest	264	170	64.4%	50.5%	0	0.0%	0.4%	3	1.1%	1.5%	5	1.9%	1.4%	2	0.8%	0.4%	2	0.8%	0.5%	8	3.0%	16.1%	30	11.4%	10.3%
Oakland	312	177	56.7%	51.0%	78	25.0%	10.1%	9	2.9%	2.4%	6	1.9%	0.3%	13	4.2%	4.2%	1	0.3%	1.7%	6	1.9%	12.9%	33	10.6%	8.8%
Western Upper Peninsula	96	53	55.2%	48.3%	2	2.1%	1.5%	0	0.0%	0.8%	2	2.1%	2.2%	0	0.0%	0.9%	0	0.0%	0.5%	2	2.1%	17.5%	11	11.5%	10.4%
Livingston	75	53	70.7%	49.5%	2	2.7%	0.5%	0	0.0%	1.2%	0	0.0%	0.4%	0	0.0%	0.6%	0	0.0%	0.4%	3	4.0%	10.9%	5	6.7%	8.9%
Washtenaw	94	42	44.7%	50.3%	30	31.9%	12.3%	0	0.0%	2.7%	0	0.0%	0.4%	3	3.2%	6.3%	2	2.1%	1.5%	1	1.1%	11.5%	14	14.9%	7.1%
SEMCA	409	232	56.7%	51.2%	83	20.3%	7.6%	0	0.0%	2.6%	6	1.5%	0.4%	5	1.2%	2.1%	2	0.5%	1.7%	3	0.7%	16.0%	34	8.3%	9.0%
Ottawa	433	259	59.8%	50.8%	20	4.6%	1.0%	75	17.3%	7.0%	5	1.2%	0.5%	7	1.6%	2.1%	10	2.3%	1.5%	25	5.8%	11.2%	41	9.5%	12.5%
ACSET	827	397	48.0%	50.7%	135	16.3%	7.7%	64	7.7%	6.8%	10	1.2%	0.5%	37	4.5%	1.7%	29	3.5%	2.3%	57	6.9%	13.8%	90	10.9%	7.3%
SCMW	162	85	52.5%	49.7%	7	4.3%	4.9%	12	7.4%	3.6%	0	0.0%	0.4%	0	0.0%	0.5%	0	0.0%	0.6%	4	2.5%	16.4%	18	11.1%	9.1%
Statewide	8,624	4,712	54.6%	50.9%	1,804	20.9%	14.2%	332	3.8%	3.5%	118	1.4%	0.5%	132	1.5%	2.0%	126	1.5%	1.3%	308	3.6%	16.5%	871	10.1%	8.8%

Source of Data: WIA Demographic Report
(1) Limited English Proficiency
(2) Total persons served by each MWA
(3) Number of persons served in each os the four categories
(4) Percentage of total persons served in each of the four categories
12/20/2005

Sample Data for the WIA Dislocated Worker Program
PY04
July 1, 2003 - June 30, 2004

ENTERED EMPLOYMENT

MICHIGAN WORKS! AGENCY	ALL	FEMALE			BLACK OR AFRICAN AMERICAN			HISPANIC OR LATINO			AMERICAN INDIAN OR ALASKA NATIVE			ASIAN			LEP[1]			DISABILITY			AGE 55-64		
	(2) Total Served	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop	(3) # Served	(4) Perf	(5) Pop
Region 7b	50	13	26.0%	50.4%	0	0.0%	0.5%	3	6.0%	1.0%	0	0.0%	0.7%	1	2.0%	0.3%	0	0.0%	0.4%	0	0.0%	21.9%	0	0.0%	19.5%
Barry, Branch, Calhoun	201	65	32.3%	50.7%	22	10.9%	6.8%	3	1.5%	2.7%	2	1.0%	0.6%	0	0.0%	0.8%	1	0.5%	0.8%	12	6.0%	17.0%	17	8.5%	13.1%
Saginaw, Midland, Bay	43	21	48.8%	51.6%	5	11.6%	10.3%	0	0.0%	4.9%	0	0.0%	0.4%	0	0.0%	0.9%	0	0.0%	0.6%	0	0.0%	16.5%	4	9.3%	13.5%
Berrien, Cass, Van Buren	238	155	65.1%	51.0%	37	15.5%	11.4%	7	2.9%	4.1%	2	0.8%	0.6%	2	0.8%	0.8%	3	1.3%	1.2%	4	1.7%	18.0%	29	12.2%	13.7%
Six County - The Job Forc	133	60	45.1%	50.1%	2	1.5%	1.0%	1	0.8%	0.7%	3	2.3%	1.9%	0	0.0%	0.4%	0	0.0%	0.3%	5	3.8%	15.7%	11	8.3%	16.0%
City of Detroit	286	149	52.1%	52.9%	199	69.6%	81.6%	7	2.4%	5.0%	3	1.0%	0.3%	8	2.8%	1.0%	20	7.0%	2.1%	1	0.3%	24.1%	26	9.1%	10.4%
Eastern Upper Peninsula	26	10	38.5%	45.6%	0	0.0%	4.7%	0	0.0%	1.4%	3	11.5%	12.5%	0	0.0%	0.4%	0	0.0%	0.4%	5	19.2%	16.2%	2	7.7%	14.2%
Career Alliance	504	254	50.4%	51.8%	196	38.9%	17.5%	19	3.8%	2.3%	4	0.8%	0.5%	1	0.2%	0.8%	0	0.0%	0.5%	7	1.4%	17.4%	15	3.0%	11.7%
CAMWC	42	24	57.1%	48.9%	0	0.0%	3.0%	0	0.0%	2.8%	0	0.0%	1.2%	0	0.0%	0.6%	0	0.0%	0.5%	3	7.1%	14.3%	1	2.4%	11.0%
Thumb Area	292	193	66.1%	49.9%	2	0.7%	0.7%	5	1.7%	2.6%	1	0.3%	0.4%	1	0.3%	0.3%	3	1.0%	0.5%	9	3.1%	16.1%	21	7.2%	13.1%
Kalamazoo-St. Joseph	95	48	50.5%	51.7%	7	7.4%	8.2%	3	3.2%	2.9%	2	2.1%	0.4%	1	1.1%	1.8%	0	0.0%	1.0%	1	1.1%	31.1%	14	14.7%	11.7%
West Central	146	48	32.9%	50.1%	1	0.7%	2.3%	6	4.1%	2.4%	1	0.7%	0.7%	0	0.0%	0.5%	0	0.0%	0.5%	4	2.7%	18.2%	9	6.2%	14.4%
CAMW	117	64	54.7%	51.4%	10	8.5%	8.1%	7	6.0%	4.7%	1	0.9%	0.5%	4	3.4%	2.7%	1	0.9%	1.1%	9	7.7%	14.4%	6	5.1%	10.1%
Macomb-St. Clair	305	166	54.4%	51.0%	35	11.5%	2.6%	7	2.3%	1.7%	4	1.3%	0.3%	5	1.6%	1.9%	3	1.0%	1.5%	10	3.3%	14.4%	32	10.5%	13.4%
Muskegon-Oceana	132	36	27.3%	60.3%	14	10.6%	12.3%	8	6.1%	4.6%	3	2.3%	0.9%	3	2.3%	0.4%	0	0.0%	1.1%	11	8.3%	18.7%	14	10.6%	13.1%
Northeast	79	27	34.2%	50.4%	0	0.0%	0.3%	0	0.0%	0.7%	0	0.0%	0.9%	0	0.0%	0.3%	1	1.3%	0.4%	2	2.5%	19.8%	2	2.5%	18.5%
Northwest	114	59	51.8%	50.5%	0	0.0%	0.4%	2	1.8%	1.5%	1	0.9%	1.4%	2	1.8%	0.4%	1	0.9%	0.5%	2	1.8%	16.1%	8	7.0%	15.0%
Oakland	158	81	51.3%	51.0%	28	17.7%	10.1%	5	3.2%	2.4%	3	1.9%	0.3%	9	5.7%	4.2%	6	3.8%	1.7%	6	3.8%	12.9%	31	19.6%	11.3%
Western Upper Peninsula	64	23	35.9%	48.3%	0	0.0%	1.5%	0	0.0%	0.8%	1	1.6%	2.2%	0	0.0%	0.9%	1	1.6%	0.5%	0	0.0%	17.5%	4	6.3%	19.2%
Livingston	52	33	63.5%	49.5%	0	0.0%	0.5%	1	1.9%	1.2%	0	0.0%	0.4%	0	0.0%	0.6%	0	0.0%	0.4%	1	1.9%	10.9%	2	3.8%	8.9%
Washtenaw	19	11	57.9%	50.3%	5	26.3%	12.3%	0	0.0%	2.7%	0	0.0%	0.4%	0	0.0%	6.3%	1	5.3%	1.5%	0	0.0%	11.5%	3	15.8%	8.1%
SEMCA	333	167	50.2%	51.2%	43	12.9%	7.6%	2	0.6%	2.6%	2	0.6%	0.4%	9	2.7%	2.1%	1	0.3%	1.7%	0	0.0%	16.0%	36	10.8%	14.4%
Ottawa	186	120	64.5%	50.8%	9	4.8%	1.0%	33	17.7%	7.0%	0	0.0%	0.5%	3	1.6%	2.1%	5	2.7%	1.5%	4	2.2%	11.2%	9	4.8%	17.6%
ACSET	369	171	46.3%	50.7%	61	16.5%	7.7%	31	8.4%	6.8%	13	3.5%	0.5%	26	7.0%	1.7%	12	3.3%	2.3%	31	8.4%	13.8%	37	10.0%	10.5%
SCMW	93	51	54.8%	49.7%	2	2.2%	4.9%	7	7.5%	3.6%	3	3.2%	0.4%	1	1.1%	0.5%	0	0.0%	0.6%	2	2.2%	16.4%	8	8.6%	12.9%
Statewide	4077	2049	50.3%	59.3%	678	16.6%	27.6%	157	3.9%	5.3%	52	1.3%	1.1%	76	1.9%	1.4%	59	1.4%	1.3%	129	3.2%	32.2%	341	8.4%	8.8%

Source of Data: WIA Demographic Report

[1] Limited English Proficiency

(2) Total persons served by each MWA

(3) Number of persons served in each of the four categories

(4) Percentage of total persons served in each of the four categories

(5) Percentage of population in each of the four categories has been reported in the MWA catchments area in Census data

(6) Percentage of population in each of the four categories has been reported in the MWA Catchments ares in Census data

12/20/2005

Appendix B

Sample Data for the WIA Dislocated Worker Program
PY04
July 1, 2003 - June 30, 2004

RETAINED EMPLOYMENT

MICHIGAN WORKS! AGENCY	ALL (2) Total Served	FEMALE (3) # Served	(4) Perf	(5) Pop	BLACK OR AFRICAN AMERICAN (3) # Served	(4) Perf	(5) Pop	HISPANIC OR LATINO (3) # Served	(4) Perf	(5) Pop	AMERICAN INDIAN OR ALASKA NATIVE (3) # Served	(4) Perf	(5) Pop	ASIAN (3) # Served	(4) Perf	(5) Pop	LEP[1] (3) # Served	(4) Perf	(5) Pop	DISABILITY (3) # Served	(4) Perf	(5) Pop	AGE 55-64 (3) # Served	(4) Perf	(5) Pop
Region 7b	41	11	26.8%	50.4%	0	0.0%	0.5%	2	4.9%	1.0%	0	0.0%	0.7%	0	0.0%	0.3%	0	0.0%	0.4%	0	0.0%	21.9%	0	0.0%	19.5%
Barry, Branch, Calhoun	181	57	31.5%	50.7%	22	12.2%	6.8%	3	1.7%	2.7%	2	1.1%	0.6%	0	0.0%	0.8%	1	0.6%	0.8%	11	6.1%	17.0%	15	8.3%	13.1%
Saginaw, Midland, Bay	39	23	59.0%	51.6%	4	10.3%	10.3%	0	0.0%	4.9%	1	2.6%	0.4%	0	0.0%	0.9%	0	0.0%	0.6%	0	0.0%	16.5%	3	7.7%	13.5%
Berrien, Cass, Van Buren	179	119	66.5%	51.0%	29	16.2%	11.4%	5	2.8%	4.1%	2	1.1%	0.6%	2	1.1%	0.8%	2	1.1%	1.2%	4	2.2%	18.0%	16	8.9%	13.7%
Six County - The Job Force	124	57	46.0%	50.1%	2	1.6%	1.0%	1	0.8%	0.7%	2	1.6%	1.9%	0	0.0%	0.4%	0	0.0%	0.3%	2	1.6%	15.7%	10	8.1%	16.0%
City of Detroit	215	116	54.0%	52.9%	153	71.2%	81.6%	5	2.3%	5.0%	2	0.9%	0.3%	8	3.7%	1.0%	11	5.1%	2.1%	0	0.0%	24.1%	16	7.4%	10.4%
Eastern Upper Peninsula	42	19	45.2%	45.6%	0	0.0%	4.7%	0	0.0%	1.4%	6	14.3%	12.5%	0	0.0%	0.4%	0	0.0%	0.4%	6	14.3%	16.2%	4	9.5%	14.2%
Career Alliance	429	220	51.3%	51.8%	166	38.7%	17.5%	16	3.7%	2.3%	4	0.9%	0.5%	0	0.2%	0.4%	0	0.0%	0.5%	6	1.4%	17.4%	15	3.5%	11.7%
CAMWC	40	23	57.5%	48.9%	0	0.0%	3.0%	1	2.5%	2.8%	0	0.0%	1.2%	0	0.0%	0.6%	0	0.0%	0.5%	2	5.0%	14.3%	1	2.5%	11.0%
Thumb Area	274	185	67.5%	49.9%	2	0.7%	0.7%	4	1.5%	2.6%	1	0.4%	0.4%	2	0.7%	0.3%	2	0.7%	0.5%	10	3.6%	16.1%	20	7.3%	13.1%
Kalamazoo-St. Joseph	85	37	43.5%	51.7%	5	5.9%	8.2%	2	2.4%	2.9%	2	2.4%	0.4%	2	2.4%	1.8%	0	0.0%	1.0%	1	1.2%	31.1%	13	15.3%	11.7%
West Central	131	41	31.3%	50.1%	1	0.8%	2.3%	7	5.3%	2.4%	1	0.8%	0.7%	0	0.0%	0.5%	0	0.0%	0.5%	4	3.1%	18.2%	6	4.6%	14.4%
CAMW	100	52	52.0%	51.4%	9	9.0%	8.1%	4	4.0%	4.7%	0	0.0%	0.5%	3	3.0%	2.7%	1	1.0%	1.1%	6	6.0%	14.4%	5	5.0%	10.1%
Macomb-St. Clair	264	150	56.8%	51.0%	31	11.7%	2.6%	6	2.3%	1.7%	4	1.5%	0.3%	3	1.1%	1.9%	3	1.1%	1.5%	8	3.0%	14.4%	25	9.5%	13.4%
Muskegon-Oceana	121	32	26.4%	60.3%	13	10.7%	12.3%	7	5.8%	4.6%	3	2.5%	0.9%	2	1.7%	0.4%	0	0.0%	1.1%	10	8.3%	18.7%	11	9.1%	13.1%
Northeast	72	24	33.3%	50.4%	0	0.0%	0.3%	0	0.0%	0.7%	0	0.0%	0.9%	0	0.0%	0.3%	1	1.4%	0.4%	2	2.8%	19.8%	1	1.4%	18.5%
Northwest	100	57	57.0%	50.5%	0	0.0%	0.4%	2	2.0%	1.5%	1	1.0%	1.4%	1	1.0%	0.4%	0	0.0%	0.5%	2	2.0%	16.1%	7	7.0%	15.0%
Oakland	140	71	50.7%	51.0%	26	18.6%	10.1%	4	2.9%	2.4%	2	1.4%	0.3%	7	5.0%	4.2%	5	3.6%	1.7%	5	3.6%	12.9%	26	18.6%	11.3%
Western Upper Peninsula	52	20	38.5%	48.3%	0	0.0%	1.5%	0	0.0%	0.8%	1	1.9%	2.2%	0	0.0%	0.9%	1	1.9%	0.5%	0	0.0%	17.5%	4	7.7%	19.2%
Livingston	48	31	64.6%	49.5%	0	0.0%	0.5%	1	2.1%	1.2%	0	0.0%	0.4%	1	2.1%	0.6%	0	0.0%	0.4%	1	2.1%	10.9%	2	4.2%	8.9%
Washtenaw	17	10	58.8%	50.3%	4	23.5%	12.3%	0	0.0%	2.7%	0	0.0%	0.4%	0	0.0%	6.3%	1	5.9%	1.5%	0	0.0%	11.5%	3	17.6%	8.1%
SEMCA	271	134	49.4%	51.2%	37	13.7%	7.6%	2	0.7%	2.6%	2	0.7%	0.4%	8	3.0%	2.1%	1	0.4%	1.7%	0	0.0%	16.0%	28	10.3%	14.4%
Ottawa	171	114	66.7%	50.8%	8	4.7%	1.0%	32	18.7%	7.0%	1	0.6%	0.5%	3	1.8%	2.1%	4	2.3%	1.5%	4	2.3%	11.2%	8	4.7%	17.6%
ACSET	329	157	47.7%	50.7%	51	15.5%	7.7%	30	9.1%	6.8%	11	3.3%	0.5%	23	7.0%	1.7%	6	1.8%	2.3%	29	8.8%	13.8%	27	8.2%	10.5%
SCMW	82	47	57.3%	49.7%	1	1.2%	4.9%	7	8.5%	3.6%	2	2.4%	0.4%	1	1.2%	0.5%	0	0.0%	0.6%	2	2.4%	16.4%	7	8.5%	12.9%
Statewide	3547	1807	50.9%	59.3%	564	15.9%	27.6%	141	4.0%	5.3%	50	1.4%	1.1%	67	1.9%	1.4%	39	1.1%	1.3%	115	3.2%	32.2%	273	7.7%	8.8%

Source of Data: WIA Demographic Report

[1] Limited English Proficiency

(2) Total persons served by each MWA

(3) Number of persons served in each of the four categories

(4) Percentage of total persons served in each of the four categories

(5) Percentage of population in each of the four categories has been reported in the MWA catchments area in Census data

12/20/2005

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Checklist for Existing Facilities version 2.1

August 1995

ADA
TITLE III
COMPLIANCE MATERIALS

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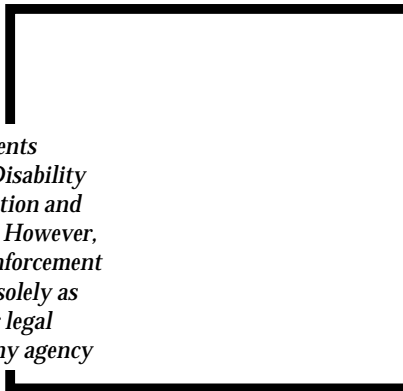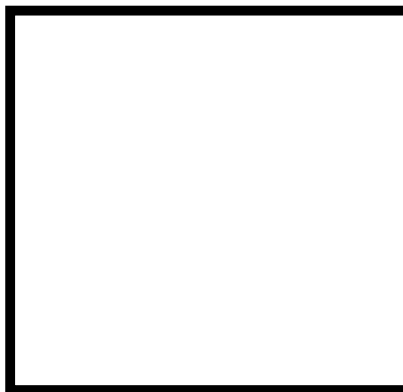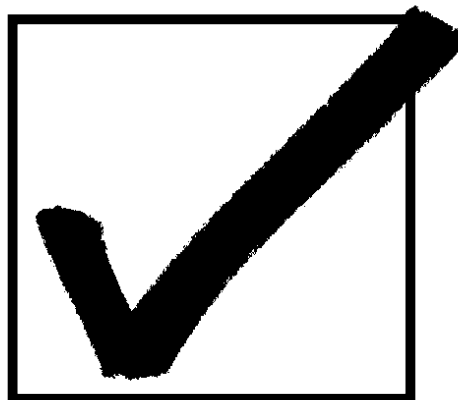
The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal

Checklist for Existing Facilities version 2.1

Introduction

Title III of the **Americans with Disabilities Act** requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "…Such a plan…could serve as evidence of a good faith effort to comply…."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability… Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

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What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

Priority 1: Accessible **approach and entrance**
Priority 2: Access to **goods and services**
Priority 3: Access to **rest rooms**
Priority 4: Any **other measures** necessary

Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.

✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. ***Be sure to record all dimensions!*** As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol. Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that *are* readily achievable.

✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.

✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.

✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

> To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.

QUESTIONS

POSSIBLE SOLUTIONS

Priority

❶ Accessible Approach/Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.

Yes No

Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7)
Is there a route of travel that does not require the use of stairs?

☐ ☐

- ☐ Add a ramp if the route of travel is interrupted by stairs.
- ☐ Add an alternative route on level ground.

Is the route of travel stable, firm and slip-resistant?

☐ ☐

- ☐ Repair uneven paving.
- ☐ Fill small bumps and breaks with beveled patches.
- ☐ Replace gravel with hard top.

Is the route at least 36 inches wide?

☐ ☐
[_____] width

- ☐ Change or move landscaping, furnishings, or other features that narrow the route of travel.
- ☐ Widen route.

Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?

☐ ☐
[_____] distance from wall/ height

In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.

- ☐ Move or remove protruding objects.
- ☐ Add a cane-detectable base that extends to the ground.
- ☐ Place a cane-detectable object on the ground underneath as a warning barrier.

Do curbs on the route have curb cuts at drives, parking, and drop-offs?

☐ ☐

- ☐ Install curb cut.
- ☐ Add small ramp up to curb.

Ramps (ADAAG 4.8)
Are the slopes of ramps no greater than 1:12?

☐ ☐
[_____] slope

Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, **at least** one foot of ramp length is needed for each inch of height.

- ☐ Lengthen ramp to decrease slope.
- ☐ Relocate ramp.
- ☐ If available space is limited, reconfigure ramp to include switchbacks.

Appendix C

QUESTIONS	POSSIBLE SOLUTIONS

Yes No

Ramps, continued
Do all ramps longer than 6 feet have railings on both sides? ☐ ☐

☐ Add railings.

Are railings sturdy, and between 34 and 38 inches high? ☐ ☐
height

☐ Adjust height of railing if not between 30 and 38 inches.
☐ Secure handrails in fixtures.

Is the width between railings or curbs at least 36 inches? ☐ ☐
width

☐ Relocate the railings.
☐ Widen the ramp.

Are ramps non-slip? ☐ ☐

☐ Add non-slip surface material.

Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks? ☐ ☐
length

☐ Remodel or relocate ramp.

Does the ramp rise no more than 30 inches between landings? ☐ ☐
rise

☐ Remodel or relocate ramp.

Parking and Drop-Off Areas (ADAAG 4.6)
Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG): ☐ ☐
number of accessible spaces

Note widths of existing accessible spaces:

☐ Reconfigure a reasonable number of spaces by repainting stripes.

Total spaces	Accessible
1 to 25	1 space
26 to 50	2 spaces
51 to 75	3 spaces
76 to 100	4 spaces

Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans? ☐ ☐
width/ vertical clearance

☐ Reconfigure to provide van-accessible space(s).

At least one of every 8 accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).

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Appendix C

QUESTIONS	POSSIBLE SOLUTIONS

Yes No

Parking and Drop-Off Areas, continued
Are the access aisles part of the accessible route to the accessible entrance?

☐ ☐

☐ Add curb ramps.
☐ Reconstruct sidewalk.

Are the accessible spaces closest to the accessible entrance?

☐ ☐

☐ Reconfigure spaces.

Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?

☐ ☐

☐ Add signs, placed so that they are not obstructed by cars.

Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?

☐ ☐

☐ Implement a policy to check periodically for violators and report them to the proper authorities.

Entrance (ADAAG 4.13, 4.14, 4.5)
If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?

☐ ☐

Do not use a service entrance as the accessible entrance unless there is no other option.

☐ If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.

Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

☐ ☐

☐ Install signs before inaccessible entrances so that people do not have to retrace the approach.

Can the alternate accessible entrance be used independently?

☐ ☐

☐ Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.

Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?

☐ ☐
☐
clear opening

☐ Widen the door to 32 inches clear.
☐ If technically infeasible, widen to 31-3/8 inches minimum.
☐ Install offset (swing-clear) hinges.

Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?

☐ ☐
☐
clear space

☐ Remove or relocate furnishings, partitions, or other obstructions.
☐ Move door.
☐ Add power-assisted or automatic door opener.

A person using a wheelchair or crutches needs this space to get close enough to open the door.

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Appendix C

<table>
<tr><td>## QUESTIONS</td><td>## POSSIBLE SOLUTIONS</td></tr>
</table>

Yes No

Entrance, continued

Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?

☐ ☐

[height]

- ☐ If there is a single step with a rise of 6 inches or less, add a short ramp.
- ☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.

If provided, are carpeting or mats a maximum of 1/2-inch high?

☐ ☐

[height]

- ☐ Replace or remove mats.

Are edges securely installed to minimize tripping hazards?

☐ ☐

- ☐ Secure carpeting or mats at edges.

Is the door handle no higher than 48 inches and operable with a closed fist?

☐ ☐

[height]

- ☐ Lower handle.
- ☐ Replace inaccessible knob with a lever or loop handle.
- ☐ Retrofit with an add-on lever extension.

The "closed fist" test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.

Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for *interior* doors)?

☐ ☐

[force]

- ☐ Adjust the door closers and oil the hinges.
- ☐ Install power-assisted or automatic door openers.
- ☐ Install lighter doors.

You can use an inexpensive force meter or a fish scale to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.

If the door has a closer, does it take at least 3 seconds to close?

☐ ☐

[seconds]

- ☐ Adjust door closer.

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Appendix C

Priority

❷ Access to Goods and Services

Yes No

Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.

Horizontal Circulation (ADAAG 4.3)

Does the accessible entrance provide direct access to the main floor, lobby, or elevator?

☐ ☐

☐ Add ramps or lifts.
☐ Make another entrance accessible.

Are all public spaces on an accessible route of travel?

☐ ☐

☐ Provide access to all public spaces along an accessible route of travel.

Is the accessible route to all public spaces at least 36 inches wide?

☐ ☐

_____
width

☐ Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.

Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?

☐ ☐

_____
width

☐ Rearrange furnishings, displays, and equipment.

Doors (ADAAG 4.13)

Do doors into public spaces have at least a 32-inch clear opening?

☐ ☐

_____
clear opening

☐ Install offset (swing-clear) hinges.
☐ Widen doors.

On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door?

☐ ☐

_____
clear space

☐ Reverse the door swing if it is safe to do so.
☐ Move or remove obstructing partitions.

Can doors be opened without too much force (5 lbf maximum for interior doors)?

☐ ☐

_____
force

☐ Adjust or replace closers.
☐ Install lighter doors.
☐ Install power-assisted or automatic door openers.

Are door handles 48 inches high or less and operable with a closed fist?

☐ ☐

_____
height

☐ Lower handles.
☐ Replace inaccessible knobs or latches with lever or loop handles.
☐ Retrofit with add-on levers.
☐ Install power-assisted or automatic door openers.

Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?

☐ ☐

_____
height

☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.
☐ If between 1/4- and 3/4-inch high, add bevels to both sides.

Appendix C

| QUESTIONS | POSSIBLE SOLUTIONS |

Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)
Are all aisles and pathways to materials and services at least 36 inches wide?

Yes No
☐ ☐
☐ width

☐ Rearrange furnishings and fixtures to clear aisles.

Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?

☐ ☐
☐ width

☐ Rearrange furnishings to clear more room.

Is carpeting low-pile, tightly woven, and securely attached along edges?

☐ ☐

☐ Secure edges on all sides.
☐ Replace carpeting.

In circulation paths through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?

☐ ☐
☐ height/ protrusion

☐ Remove obstacles.
☐ Install furnishings, planters, or other cane-detectable barriers underneath.

Emergency Egress (ADAAG 4.28)
If emergency systems are provided, do they have both flashing lights and audible signals?

☐ ☐

☐ Install visible and audible alarms.
☐ Provide portable devices.

Signage for Goods and Services (ADAAG 4.30)
Different requirements apply to different types of signs.

If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?

☐ ☐

☐ Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)

Y N
• Signs mounted with centerline 60 inches from floor. ☐ ☐ ☐ height

• Mounted on wall adjacent to latch side of door, or as close as possible. ☐ ☐

• Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits). ☐ ☐ ☐ character height

• Brailled text of the same information. ☐ ☐

• If pictogram is used, it must be accompanied by raised characters and braille. ☐ ☐

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Appendix C

QUESTIONS	POSSIBLE SOLUTIONS

Yes No

Directional and Informational Signage
The following questions apply to directional and informational signs that fall under Priority 2.

If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish?

☐ ☐

letter height

☐ Review requirements and re-place signs as needed, meeting the requirements for character size, contrast, and finish.
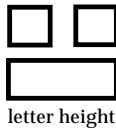
Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)

☐ ☐

☐ Review requirements and replace signs as needed.

Controls (ADAAG 4.27)
Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height?

☐ ☐

height
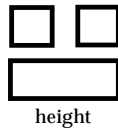
☐ Relocate controls.

Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.

Are they operable with a closed fist?

☐ ☐

☐ Replace controls.

Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)
Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?

☐ ☐

width

☐ Rearrange chairs or tables to provide 36-inch aisles.
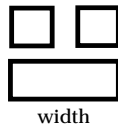
Are the spaces for wheelchair seating distributed throughout?

☐ ☐

☐ Rearrange tables to allow room for wheelchairs in seating areas throughout the area.
☐ Remove some fixed seating.

Are the tops of tables or counters between 28 and 34 inches high?

☐ ☐

height
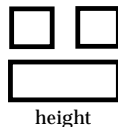
☐ Lower part or all of high surface.
☐ Provide auxiliary table or counter.

Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?

☐ ☐
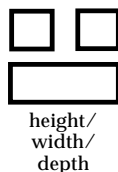
height/
width/
depth

☐ Replace or raise tables.

Appendix C

QUESTIONS			POSSIBLE SOLUTIONS

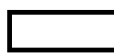**Yes No**

Seats, Tables, and Counters, continued

At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?

☐ ☐

☐ height

- ☐ Provide a lower auxiliary counter or folding shelf.
- ☐ Arrange the counter and surrounding furnishings to create a space to hand items back and forth.

Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?

☐ ☐

☐ height

- ☐ Lower section of counter.
- ☐ Arrange the counter and surrounding furnishings to create a space to pass items.

Vertical Circulation (ADAAG 4.1.3(5), 4.3)

Are there ramps, lifts, or elevators to all public levels?

☐ ☐

- ☐ Install ramps or lifts.
- ☐ Modify a service elevator.
- ☐ Relocate goods or services to an accessible area.

On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?

☐ ☐

- ☐ Post clear signs directing people along an accessible route to ramps, lifts, or elevators.

Stairs (ADAAG 4.9)

The following questions apply to stairs connecting levels *not* serviced by an elevator, ramp, or lift.

Do treads have a non-slip surface?

☐ ☐

- ☐ Add non-slip surface to treads.

Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?

☐ ☐

- ☐ Add or replace handrails if possible within existing floor plan.

Elevators (ADAAG 4.10)

Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?

☐ ☐

- ☐ Install visible and verbal or audible signals.

Are the call buttons in the hallway no higher than 42 inches?

☐ ☐

☐ height

- ☐ Lower call buttons.
- ☐ Provide a permanently attached reach stick.

Do the controls inside the cab have raised and braille lettering?

☐ ☐

- ☐ Install raised lettering and braille next to buttons.

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Appendix C

QUESTIONS	POSSIBLE SOLUTIONS

Yes No

Elevators, continued
Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?

☐ ☐

☐ Install tactile signs to identify floor numbers, at a height of 60 inches from floor.

If an emergency intercom is provided, is it usable without voice communication?

☐ ☐

☐ Modify communication system.

Is the emergency intercom identified by braille and raised letters?

☐ ☐

☐ Add tactile identification.

Lifts (ADAAG 4.2, 4.11)
Can the lift be used without assistance? If not, is a call button provided?

☐ ☐

☐ At each stopping level, post clear instructions for use of the lift.
☐ Provide a call button.

Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?

☐ ☐

☐

clear space

☐ Rearrange furnishings and equipment to clear more space.

Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?

☐ ☐

☐

height

☐ Move controls.

Priority
❸ Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

Getting to the Rest Rooms (ADAAG 4.1)
If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?

☐ ☐

☐ Reconfigure rest room.
☐ Combine rest rooms to create one unisex accessible rest room.

Are there signs at inaccessible rest rooms that give directions to accessible ones?

☐ ☐

☐ Install accessible signs.

Doorways and Passages (ADAAG 4.2, 4.13, 4.30)
Is there tactile signage identifying rest rooms?

☐ ☐

Mount signs on the wall, on the latch side of the door, complying with the requirements for permanent signage.

☐ Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself).

Appendix C

QUESTIONS			POSSIBLE SOLUTIONS

Yes No

Doorways and Passages, continued
Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?

☐ ☐

☐ If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.

Is the doorway at least 32 inches clear?

☐ ☐
clear width

☐ Install offset (swing-clear) hinges.
☐ Widen the doorway.

Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less?

☐ ☐
height

☐ Lower handles.
☐ Replace knobs or latches with lever or loop handles.
☐ Add lever extensions.
☐ Install power-assisted or automatic door openers.

Can doors be opened easily (5 lbf maximum force)?

☐ ☐
force

☐ Adjust or replace closers.
☐ Install lighter doors.
☐ Install power-assisted or automatic door openers.

Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?

☐ ☐
clear width

☐ Rearrange furnishings such as chairs and trash cans.
☐ Remove inner door if there is a vestibule with two doors.
☐ Move or remove obstructing partitions.

A person in a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter or T-shaped clear space to make turns. A minimum distance of 48 inches clear of the door swing is needed between the two doors of an entry vestibule.

Is there a 36-inch-wide path to all fixtures?

☐ ☐
width

☐ Remove obstructions.

Stalls (ADAAG 4.17)
Is the stall door operable with a closed fist, inside and out?

☐ ☐

☐ Replace inaccessible knobs with lever or loop handles.
☐ Add lever extensions.

Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?

☐ ☐
length/ width

☐ Move or remove partitions.
☐ Reverse the door swing if it is safe to do so.

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Appendix C

QUESTIONS			POSSIBLE SOLUTIONS

Yes No

Stalls, continued
In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?
☐ ☐
☐ Add grab bars.

Is the toilet seat 17 to 19 inches high?
☐ ☐
☐ Add raised seat.

▭ height

Lavatories (ADAAG 4.19, 4.24)
Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?
☐ ☐
▭ clear space

A maximum of 19 inches of the required depth may be under the lavatory.

☐ Rearrange furnishings.
☐ Replace lavatory.
☐ Remove or alter cabinetry to provide space underneath.
☐ Make sure hot pipes are covered.
☐ Move a partition or wall.

Is the lavatory rim no higher than 34 inches?
☐ ☐
▭ height
☐ Adjust or replace lavatory.

Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?
☐ ☐
▭ height
☐ Adjust or replace lavatory.

Can the faucet be operated with one closed fist?
☐ ☐
☐ Replace with paddle handles.

Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?
☐ ☐
☐ Lower dispensers.
☐ Replace with or provide additional accessible dispensers.

Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?
☐ ☐
▭ height
☐ Lower or tilt down the mirror.
☐ Add a larger mirror anywhere in the room.

Priority
❹ Additional Access

Note that this priority is for items not required for basic access in the first three priorities.
When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

Drinking Fountains (ADAAG 4.15)
Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?
☐ ☐
▭ clear space
☐ Clear more room by rearranging or removing furnishings.

Appendix C

QUESTIONS

POSSIBLE SOLUTIONS

Yes No

Drinking Fountains, continued

Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?

☐ ☐

height

☐ Provide cup dispensers for fountains with spouts that are too high.
☐ Provide accessible cooler.

Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?

☐ ☐

☐ Replace the controls.

Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall?

☐ ☐

height/
protrusion

☐ Place a planter or other cane-detectable barrier on each side at floor level.

Telephones (ADAAG 4.31)

If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?

☐ ☐

clear space

☐ Move furnishings.
☐ Replace booth with open station.

Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?

☐ ☐

height

☐ Lower telephone.

Does the phone protrude no more than 4 inches into the circulation space?

☐ ☐

protrusion

☐ Place a cane-detectable barrier on each side at floor level.

Does the phone have push-button controls?

☐ ☐

☐ Contact phone company to install push-buttons.

Is the phone hearing-aid compatible?

☐ ☐

☐ Have phone replaced with a hearing-aid compatible one.

Is the phone adapted with volume control?

☐ ☐

☐ Have volume control added.

Is the phone with volume control identified with appropriate signage?

☐ ☐

☐ Add signage.

If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?

☐ ☐

☐ Install a text telephone.
☐ Have a portable TT available.
☐ Provide a shelf and outlet next to phone.

Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?

☐ ☐

☐ Add signage.

Checklist for Existing Facilities version 2.1 © revised August 1995, Adaptive Environments Center, Inc. for the National Institute on Disability and Rehabilitation Research. For technical assistance, call 1-800-949-4ADA (voice/TDD). **15**

Appendix D

WORKFORCE SYSTEM PROGRAM
INCLUSION ASSESSMENT TOOL

ACCESS TO INFORMATION			POSSIBLE RESOURCES/SOLUTIONS

I. ALTERNATE FORMATS
All customers will be able to access written information in formats that meet their specific needs.

	Yes	No	
Has Service Center staff received basic orientation materials in alternate formats (large print, Braille, audiotape, CD, multi-lingual, etc.)?	☐	☐	❑ Contact local community resource and advocacy groups (MRS, MCB, local centers for independent living, ISDs) to receive orientation in alternate formats.
Has Service Center staff identified resources to quickly obtain materials in alternate formats?	☐	☐	❑ Survey customers to determine if printed materials in alternate formats will enhance their experience at the center. Identify specific needs; do not make assumptions for customers.
Do Service Center staff have local resources available to obtain alternate format materials as needed? Are they aware of these resources?	☐	☐	❑ Provide awareness training to Service Center staff regarding special needs populations.

A. Printed Materials

	Yes	No	
Are posted materials representative of protected groups, i.e., job seekers with disabilities, racial/ethnic groups?	☐	☐	
Is all signage understandable to all customers coming into the center?	☐	☐	
Are printed materials, including those on bulletin boards, available in alternate formats, including large print, Braille, audiotape, CD, multi-lingual, etc., upon request? (18- to 24-point font is most usable by those with visual impairments.)	☐	☐	❑ Review bulletin board materials on a regular basis.
Are printed materials available in Braille?	☐	☐	❑ Contact the local MCB office to identify potential resources.

	Yes	No	
Does staff know where to locate Braille materials?	☐	☐	❑ Consider purchasing Braille machine and train staff in its operation to keep materials updated.
Are printed materials available in accessible electronic format upon request?	☐	☐	
Are printed materials available in audio format upon request?	☐	☐	❑ Allow adequate lead-time in scheduled service delivery for customers who request audio formats.
A computer screen that "talks" can be used to make audiotapes.			The MCB may be the best and most valuable resource to determine the need for audio resources to make these formats available.

B. Audio and Video Materials

	Yes	No	
Are text transcripts (printed or electronic) available for audio materials?	☐	☐	❑ Contact the Division on Deafness and Hard of Hearing for available local resources.
Do video materials have closed captions? (Not all audio/video equipment provides closed captioning).	☐	☐	❑ Verify that audio materials include captioning when ordered.
Do video materials have descriptive audio (narrated descriptions of actors, actions, and scenes)? It is reasonable to expect that materials ordered with captioning will include descriptive audio.	☐	☐	

II. AUDIO AND VIDEO EQUIPMENT (Technology)

All customers should be able to benefit from materials utilizing audio and video formats.

	Yes	No	
Are all video displays 13 inches or larger and equipped with closed caption decoders?	☐	☐	❑ Verify that video equipment includes closed captioning when ordered. ❑ Don't rely on audio equipment to provide captioning.
Are audio and video controls clearly labeled? • Large print and Braille labels will meet the needs of most customers.	☐	☐	

	Yes	No	
Can controls be operated with one hand? • Use the "closed fist" standard, i.e., without tight grasping, pinching, or twisting of the wrist.	☐	☐	
Are volume settings user-adjustable? • Remote controls that are clearly marked and usable by persons with limited mobility, i.e., "closed fist" standard, provide greater independent access.	☐	☐	
Do players have headphone jacks for users of assistive listening devices?	☐	☐	
Are headphones readily displayed and available for customer use?	☐	☐	
Are players located on work surfaces between 28" to 34" above the floor with 27" unobstructed knee clearance?	☐	☐	❑ Provide auxiliary table or counter. ❑ Replace or raise tables. ❑ Provide a lower auxiliary counter or folding shelf.
Are instructions for the operation of players available in alternate formats?	☐	☐	

III. LANGUAGE INTERPRETERS
 All customers need to be able to communicate with staff.

	Yes	No	
Has the Service Center identified a source for certified language interpreters, including sign language?	☐	☐	❑ Contact the Michigan Association of Deafness and Hard of Hearing to identify local providers of certified sign language interpreters. Identify local resources for job seekers with limited English proficiency.
Has the Service Center determined and planned for response time for interpreter requests?	☐	☐	❑ Agreements and/or contracts for language interpreters should establish minimum response times that value customer need.

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	Yes	No	
How is the need for interpreters ascertained?	☐	☐	❑ Ensure that customers who are identified as deaf or hard of hearing are guaranteed that certified sign language interpreters are available.
Do you have adequate signage to indicate that interpreters are available upon request? Is this included in the staff greeting protocol?	☐	☐	

IV. OFFICE EQUIPMENT

All office equipment, such as printers, faxes, telephones, and copiers, that are available for use by the general public should be accessible to and usable by all customers.

A. Controls

	Yes	No	
Are controls located no higher than 48" above the floor to use by individuals who must be seated?	☐	☐	❑ Lower controls to 48".
Can controls be operated with one hand? • Use the "closed fist" standard, i.e., without tight grasping, pinching, or twisting of the wrist.	☐	☐	
Are controls clearly labeled in alternate formats? • Large print and Braille labels will meet the needs of most customers. • Instructions to use equipment should be available in alternate formats or provided through staff assistance.	☐	☐	
Is staff assistance readily available to all customers who use office equipment provided within the Service Center?	☐	☐	❑ Post signs indicating available assistance. Signage should include Braille format. Assistance should be provided to those who are not familiar with the use of technology.

B. Phones

	Yes	No	
Is telephone equipment accessible to all customers?	☐	☐	❑ The Division on Deafness and Hard of Hearing can assist with standards and options for persons who are deaf and hard of hearing.

	Yes	No	
Is TTY equipment available for use by those who are deaf or hard of hearing? • Staff should be familiar with operation of this equipment.	☐	☐	❑ Contact local VR or CIL staff for assistance in training Service Center staff.

C. Website

All job seekers have a reasonable expectation that they will be able to access information posted on websites supported through public workforce development funds.

Do the MWA's websites conform to Section 508 of the Rehabilitation Act?	☐	☐	❑ Go to **http://www.section508.gov/** for information. ❑ Go to http://www.webaim.org/coordination/law/us/ for information. ❑ Contact your local MRS office for information.

V. CUSTOMER RESOURCE EQUIPMENT

Workstations with assistive technologies should be available to the universal population. Technologies should enhance service delivery accessibility and should be user friendly.

Are there 19" to 21" monitors with a movable mounting arm?	☐	☐	
Do you have at least one computer with magnifying software?	☐	☐	
Do you have at least one computer that can "read" the text on the screen to the user?	☐	☐	
Do you have a scanner that can convert a paper document into electronic format?	☐	☐	
Do you have at least one computer that has key markings that enlarge letters and numbers on the keyboard?	☐	☐	
Do you have at least one computer equipped with a trackball mouse?	☐	☐	

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	Yes	No	
Do you have at least one device available that increases the loudness of the speaker while reducing background noise?	☐	☐	
Is there a TTY telephone available? Is staff familiar with its use?	☐	☐	❑ Contact the Division for the Deaf for additional information.
Do you have knowledgeable staff available to provide individual assistance as needed?	☐	☐	❑ Hire bilingual staff representative of the community's population. Assure that Service Center navigators are familiar with assistive technologies and resources of the service center and the community.

POLICIES			POSSIBLE RESOURCES/SOLUTIONS

When the policies surrounding service delivery reflect inclusion of a diverse population of customers, demand for services will increase and expand within the community.

I. REGISTRATION AND ORIENTATION

	Yes	No	
If a person needs assistance filling out registration or intake forms, is this done in a private room? How are language and literacy obstacles identified? Is there a plan to accommodate customers when they arrive for service?	☐	☐	❑ Meet with center staff to discuss options and devise plan. Train navigators.
Are customers aware of the procedures for requesting reasonable accommodation and are they encouraged to make a request? Are the procedures provided in writing and reviewed verbally during orientation?	☐	☐	
Upon entering the center, are customers aware there are inclusive technologies available to them at their request?	☐	☐	

Appendix D

	Yes	No	
Is a list of inclusive technologies provided during orientation? Is it reviewed orally?	☐	☐	

II. SERVICE DELIVERY

	Yes	No	
Do all customers have access to the full range of core, intensive, and training services? Are services provided in settings that are inclusive?	☐	☐	
Are customers with disabilities automatically referred to Michigan Rehabilitation Services and/or the Michigan Commission for the Blind?	☐	☐	❏ An inclusive environment serves all customers, making referrals for specialized services only when necessary.
Are customers routinely offered the option of meeting with staff in private, including closed-door, full-door, and walled office?	☐	☐	❏ An inclusive environment respects individual privacy needs
Is information presented in a way that is understandable to customers who have limited or no reading skills?	☐	☐	❏ Signage that uses pictures will benefit all customers.
Do you present information orally and in writing to accommodate those whose learning styles and needs may require either format?	☐	☐	
Is quiet workspace available for customers whose learning styles require it to thoroughly read and comprehend materials?	☐	☐	
Are services designed and delivered to customers who do not, or cannot, utilize electronic technology?	☐	☐	
Are delivery practices routinely reviewed by center staff and administration to improve inclusion?	☐	☐	❏ Review findings with local Service Center inclusion workgroup regularly for recommendations.

Developed by One Stop Inclusion workgroup: Adapted from the State of Illinois assessment tool

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III. MARKETING AND PUBLIC RELATIONS

	Yes	No	
Do marketing materials mention and depict customers representative of all protected groups among those served?	☐	☐	
Do recruitment brochures and other materials indicate that the center is an "equal opportunity employer/program" and that "auxiliary aids and services are available upon request to individuals with disabilities"? Do these materials include the telephone number of the center's TTY?	☐	☐	

IV. NOTICES ON EQUAL OPPORTUNITY AND NONDISCRIMINATION

	Yes	No	
Are posters complying with the required wording in the nondiscrimination and equal opportunity regulations, including the contact information for the Equal Opportunity Officer, posted in public areas?	☐	☐	
Is this information:	☐	☐	

Is this information:
- Included in orientation materials made available to every customer?
- Included in handbooks and manuals?
- Included in marketing materials?
- Disseminated in internal communications?
- Placed in each customer's file?
- Provided in accessible formats?
- Provided to applicants for employment and employees?
- Provided to unions or professional organizations that hold collective bargaining or professional agreements with the MWA?
- Provided to sub-recipients or subcontractors that receive public workforce investment funding through the Michigan Works! agencies?

Appendix E

	NO.
TRAINING AND EMPLOYMENT NOTICE	**16-04**
	DATE:
	January 31, 2005

TO   : **ALL STATE WORKFORCE AGENCIES**
                ALL STATE WORKFORCE LIAISONS
                ONE-STOP CAREER CENTER LEADS

FROM   : **MARIA K. FLYNN**
                Administrator
                Office of Policy Development and Research

SUBJECT : **Protocol for Serving Older Workers**

The Employment and Training Administration (ETA) is pleased to announce the release of the Protocol for Serving Older Workers. The goal of this protocol is to enhance the services provided to one of the underutilized labor pools, older workers, and to infuse the One-Stop Career Center system with innovative strategies for tapping into this labor pool. The strategies will help address potential worker shortages by providing workforce services to older Americans and exploring ways for engaging older workers in response to the rapidly changing skills demands of business. The protocol outlines a set of action steps that key stakeholders need to embrace to achieve the stated goal of connecting employers to older workers and older workers to jobs. It is important to note that these action steps could be modified by local workforce investment areas to serve other target populations.

Our workforce investment system must be geared to serve a larger number of older workers by ensuring the full array of One-Stop Career Center services are available to them and by forging partnerships with business and industry and mature worker intermediaries to ensure successful placement of older workers in jobs and rapidly responding to business demands. Mature workers provide One-Stop Career Centers with an invaluable asset to meeting the needs of their business customers. Businesses, on their part, need to develop strategies to attract and retain older workers, such as introducing alternative work arrangements and phased retirement programs.

Appendix E

The success of the strategies to provide better services to businesses and older workers revolves around the full engagement of the stakeholders' capacities and resources. In devising the respective protocol, six stakeholders have been identified:

1. U.S. Department of Labor

2. State Workforce Investment Boards

3. Local Workforce Investment Boards

4. One-Stop Career Centers

5. Mature Worker Intermediaries and Service Providers

6. Business and Industry

To learn more about the detailed action steps proposed under each key stakeholder, see the attached protocol.

Action Required: One-Stop Operators are requested to 1) share the protocol within their respective organizations, and 2) to consider employing the above-mentioned strategies to enhance the services provided to older workers and infuse the One-Stop Career Center system with innovative approaches for tapping into this labor pool.

Attachment. A Protocol for Serving Older Workers

EMPLOYMENT AND TRAINING ADMINISTRATION
U.S. DEPARTMENT OF LABOR
Washington, DC 20210

Appendix E

A Protocol for Serving Older Workers

November 3, 2004

Goal:

Our goal is to infuse the One-Stop Career Center system with innovative strategies for tapping into an underutilized labor pool. The strategies will help address potential worker shortages by providing workforce services to older Americans and exploring ways for engaging older workers in response to the rapidly changing skills demands of business.

By 2030, as the baby boom generation ages, 20 percent of the population, or about 70 million Americans, will be 65 or older, compared to 12 percent today. Given current immigration policies and retirement trends, combined with lower birth rates in recent years, the aging and retirement of the baby boom generation will likely result in a workforce that will be growing more slowly and becoming more diverse. According to the Bureau of Labor Statistics, as the participation rate of older age groups increases, the older population's share of the workforce will also rise.[1]

Whether they are planning on starting a new career, continuing work in their current job, or searching for rewarding part-time work opportunities, mature workers, aged 55 and older, possess the essential qualities needed for today's jobs. Employers are beginning to recognize the value that older workers bring to the workplace including responsibility, loyalty, dedication, and their ability to be effective mentors to younger employees. Older workers' value lies in their attention to detail, emphasis on customer service, and the technical skills and experience they bring from the medical, engineering, and manufacturing fields.

Although the One-Stop system serves a significant number of older workers (5.6 percent of those served during Program Year 2002 were aged 55 and over [2]), it has historically directed mature workers to the Senior Community Service Employment Program (SCSEP). While the SCSEP is a valuable asset for serving older workers, it should not be the only option available to them. SCSEP, in fact, serves only low-income individuals aged 55 and older and has capacity to serve approximately one percent of the eligible population. This approach has limited business and industries' access to older workers and mature workers' choice with regards to the myriad of workforce investment services available for them through the One-Stop Career Centers. Mature workers provide One-Stop Career Centers with an invaluable asset for meeting the needs of their business customers. It is important for the workforce investment system to capitalize on this talented pool of workers by ensuring that the full array of One-Stop Career Center services are made available to them.

Our workforce investment system must be geared to serve a larger number of older workers by forging partnerships with business, industry and mature worker intermediaries to ensure successful placement of older workers in jobs and to

rapidly respond to business demand. Businesses, on their part, need to develop strategies to attract and retain older workers, such as introducing alternative work arrangements and phased retirement programs.

The following outlines a set of action steps the various stakeholders need to embrace to achieve the stated goal of connecting employers to older workers and older workers to jobs.

<u>Stakeholders:</u>

The success of the strategies to provide better services to businesses and older workers revolves around the full engagement of the stakeholders' capacities and resources. In devising the respective protocol, six stakeholders have been identified:

1. U.S. Department of Labor

2. State Workforce Investment Boards

3. Local Workforce Investment Boards

4. One-Stop Career Centers

5. Mature Worker Intermediaries and Service Providers

6. Business and Industry

U.S Department of Labor

Proposed Action Steps:

- Provide leadership to the public workforce investment system through policy issuances and models for effective strategies for linking mature workers to businesses that need skilled workers, such as the national partnership between AARP and a number of major businesses, e.g., Home Depot.

- Promote increased awareness and use of electronic tools, such as Monster.com, Career Builder, and the *CareerOneStop* operating system, including the Online Coach— a tutorial resource on utilizing the E-Tools— to enhance job search and placement services to untapped labor pools such as mature workers.

- Promote partnerships that educate and assist businesses in connecting to the full range of services provided by the local workforce investment system. Heighten awareness of the crucial role mature workers play in the 21st century workforce among national employers and partners.

- Work collaboratively with state and local partners to develop outreach strategies geared towards untapped labor pools such as older workers utilizing existing efforts such as the High Growth Job Training Initiative.

Assess the current Workforce Investment Act (WIA) performance goals for One-Stop partner programs to determine unintended consequences (i.e. not considering part-time job positions as a performance measure) that· might have a negative impact on One-Stop incentives to serve untapped labor pools such as older workers.

State Workforce Investment Boards

Proposed Action Steps:

- Develop state policies and requirements that direct and support the development and inclusion of enhanced services to older workers in the statewide workforce investment system.

- Negotiate WIA performance standards with the U.S. Department of Labor that better reflect the services offered to older workers by One-Stop partner programs.

Local Workforce Investment Boards

Proposed Action Steps:

- Conduct a local labor market environmental scan and an analysis of the labor shortages facing businesses and industry and the untapped labor pools in the local workforce investment area, relying on electronic tools such as the Quarterly Workforce Indicators (QWI) which reflect the local employment and demographic trends.

- Use the Power of e^3 (employment, education, and economic development) to work collaboratively with business, industry, education and training providers, and economic development organizations to develop strategies for connecting the older worker population with businesses that are searching for skilled workers. Intermediary organizations are a valuable resource in making such a connection.

- Identify stable concentrations of businesses in a local workforce investment· area that are experiencing labor shortages and channel their needs to achieve effective placement of untapped labor pools including older workers.

- Forge partnerships with training and educational institutions, such as Community Colleges, that would provide intensive and targeted basic computer-literacy training courses to mature workers or other skill-based training to help equip mature workers with today's skills.

- Ensure activities authorized under Title V of the Older Americans Act of 1965 are represented by membership on WIBs, as required by the Workforce Investment Act. These activities will assist WIBs by leveraging

their expertise, outreach, and existing networks to enhance WIB decision-making.

- Institute education sessions geared to inform One-Stop staff of the unique aspects of serving mature workers.

- Develop a standard process of receiving feedback from area employers utilizing One-Stop Career Center services and engage in continuous improvement practices in response to this feedback.

One-Stop Career Centers

Proposed Action Steps:

- Collaborate with business and industry to identify and post job vacancies appropriate for mature workers. One-Stop staff would then refer these workers to available job opportunities.

- Educate businesses about alternative work arrangements and phased retirement programs that may attract older workers

- Use Mature Worker Service Providers as workforce intermediaries, reaching out to older workers and referring them for One-Stop Career Centers for services and developing working relationships with businesses interested in hiring mature workers.

- Ensure staff are available to help mature workers navigate computer tools such as web-based software, etc

- Offer a broad array of services, including intensive services, to older workers, based on the local workforce investment area's strategic plan. Align services to better serve older workers and provide workforce solutions to businesses.

- Stress personalized follow-up services and post-placement services to ensure employee employment retention and advancement.

Mature Workers Intermediaries and Service Providers

Proposed Action Steps:

- Create within their websites interactive links to the U.S. Department of Labor's *CareerOnestop* E-Tools, a collection of user-friendly, electronic tools that include America's Job Bank, America's Career InfoNet, America's Service Locator, and the Online Coach.

- Provide the U.S. Department of Labor's Toll Free Help Line with advance notice of upcoming workforce initiatives for enhanced coordination.

- Access national business partners who have a local presence and job openings through America's Service Locator.

- Conduct outreach in local communities to educate businesses and community leaders about the advantages of hiring older workers.

- Serve mature workers by operating as a specialized recruitment arm for One-Stop Career Centers, working collaboratively to connect mature workers to employers with labor shortages.

Businesses and Industry

Proposed Action Steps:

- Participate on local WIBs as a strategic partner, assisting in the development of effective strategies for leveraging untapped labor pools and resources.

- Collaborate with One-stop business resource staff to identify and post job vacancies.

- Partner with Mature Worker Intermediaries to recruit the mature worker labor pool through One-Stop Career Centers, reducing recruitment time and responding rapidly to business demand and worker shortages.

- Be receptive to advertising job opportunities, especially part-time and seasonal work opportunities, for mature workers utilizing America's Job Bank and state and local job posting services.

- Consider alternative work arrangements and phased retirement programs to attract mature workers and accommodate their needs.

- Provide feedback to the public workforce investment system about the quality of referrals and sewices received at local One-Stop Career Centers.

[1] Toosi, M. (2004, February). Labor force projections to 2012: the graying of the US. workforce. *Monthly Labor Review.* Bureau of Labor Statistics.

[2] WIASRD data: http://www.doleta.gov/Performance/results/W IASRD/PY2002/WIA-Summary-02-adult.pdf

Appendix F

MICHIGAN WORKS! ASSOCIATION SURVEY QUESTIONS

Survey questions sent to 20 Michigan Works! agencies. Final report issued June 2005.

1. In what ways have you made physical changes at your one stop(s) to accommodate individuals with physical barriers to participation?

2. What physical changes have been made to accommodate those with learning disabilities?

3. What physical changes have been made to accommodate those with language barriers?

4. In what ways have you made programmatic changes at your one stop(s) for individuals with physical barriers to participate?

5. What programmatic changes are in place for those with mental illness, learning disabilities, or language barriers?

6. To what extent have these accommodations been utilized in your one stop(s)?

7. To increase the inclusion of individuals with physical, mental, and/or language barriers in utilizing the Michigan Works system, would you consider requiring a participation rate of these populations in our contracts with providers?

Access for All Customers: Universal Design for One-Stops
By Sheila Fesko, Elena Varney, Lara Enein-Donovan, and Cindy Thomas
National Center on Workforce and Disability/Adult
Draft

One-Stop Career Centers serve a diverse range of customers. The most effective way to serve this broad customer pool is to provide One-Stop services according to the principles of universal design. A universal design approach is also consistent with the Workforce Investment Act mandate that One-Stops be proactive in anticipating the needs of customers with various disabilities. Setting up systems for each target group can be expensive and labor-intensive as compared to the common strategies that exist to benefit many groups. This proactive approach limits the extent of service specialization that may be required to meet the needs of some audiences. When services are designed universally, they are more likely to benefit job seekers with a wide range of learning styles, languages, educational levels, intelligences, and abilities.

Universal design was originally developed as an architectural concept that emphasized creating and designing environments and services to meet as wide a range of preferences and needs as possible. Rather than thinking about a design solely from the perspective of a specific population, such as individuals with disabilities, the design considers alternative approaches to benefit customers from various backgrounds, learning styles, abilities, and disabilities.

To find a manageable approach to meet the needs of their many customers, One-Stop Career Centers can think universally about how they design their physical space, service delivery systems, and customer resources. While individual experiences may be very different, the barriers faced by people who cannot read are similar despite the cause (e.g. cognitive disability, illiteracy, or limited English proficiency). Therefore, the strategies to overcome this barrier and allow customers to benefit from One-Stop services will be similar.

Background on Universal Design and Disability

When the Americans with Disabilities Act was originally passed, those who opposed it expressed concern about the expense of adapting things to meet the needs of a small percentage of the population. As the new policy began to be implemented, it became clear that changes originally intended to benefit individuals with disabilities would benefit the general public. The following are examples of changes that were previously considered special accommodations for individuals with disabilities but now have broader usage:

- Curb cuts: While originally designed for ease of travel for individuals using wheelchairs, it is now estimated that only one out of a hundred people using curb cuts does so because of a disability. Individuals pushing strollers, riding bicycles, rolling luggage, or rollerblading all take advantage of this now standard way to access the sidewalk.

- Closed captioned television: Studies of the use of closed captioning for television and video indicate that individuals who are deaf or have a hearing impairment are not in the top five groups that use this technology. More frequently cited examples are people at gyms and sports bars, and those at home when one partner wants to watch television and the other wants to sleep.
- Electronic door openers: Delivery people, individuals with strollers, and those who are carrying multiple bags all benefit from having a door opened for them at times.

Principles of Universal Design *(I think we'll have this set off as a sidebar)* [maybe a boxed page?—djd]

Principle One: Equitable Use The design is useful and marketable to people with diverse abilities.

- Provide the same means of use for all users: identical whenever possible; equivalent when not.

- Avoid segregating or stigmatizing any users.

- Ensure that provisions for privacy, security, and safety are equally available to all users.

- Make the design appealing to all users.

Example for a One-Stop: During orientation, ask all customers if they need assistance completing registration rather than only individuals you think may have a disability.

Principle Two: Flexibility in Use The design accommodates a wide range of individual preferences and abilities.

- Provide choice in methods of use.

- Accommodate right- or left-handed access and use.

- Facilitate the user's accuracy and precision.

- Provide adaptability to the user's pace.

Example for a One-Stop: Provide choices in activities that are more consistent with an individual's learning style and/or needs. An individual may prefer an online or paper career interest inventory, or may be more comfortable answering the questions through an interview.

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Principle Three: Simple and Intuitive Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

- Eliminate unnecessary complexity.

- Be consistent with user expectations and intuition.

- Accommodate a wide range of literacy and language skills.

- Arrange information consistent with its importance.

- Provide effective prompting and feedback during and after task completion.

Example for a One-Stop: Provide concrete, step-by-step instructions, allowing individuals to perform an activity and receive feedback on skills they are learning. For example, in an interviewing workshop, talk about potential interview questions, have individuals role-play how they would answer the questions, then promptly give suggestions about how they might improve their answers.

Principle Four: Perceptible Information The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

- Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

- Provide adequate contrast between essential information and its surroundings.

- Maximize "legibility" of essential information.

- Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

- Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Example for a One-Stop: During trainings, and when possible in the resource room, present information in both verbal and written formats, incorporating graphic representations so individuals can receive information in the manner that best suits them.

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Principle Five: <u>Tolerance for Error</u> The design minimizes hazards and the adverse consequences of accidental or unintended actions.

- Arrange elements to minimize hazards and errors: The most used elements are most accessible; hazardous elements are eliminated, isolated, or shielded.

- Provide warnings of hazards and errors.

- Provide fail-safe features.

- Discourage unconscious action in tasks that require vigilance.

Example for a One-Stop: In the resource room or library, configure most computers so that customers cannot inadvertently change settings. Leave a couple of computers with more flexible configuration so that users can more easily access the built-in accommodation features.

Principle Six: <u>Low Physical Effort</u> The design can be used efficiently and comfortably, and with a minimum of fatigue.

- Allow the user to maintain a neutral body position.

- Use reasonable operating forces.

- Minimize repetitive actions.

- Minimize sustained physical effort.

Example for a One-Stop: Have one computer set up so an individual can move the cursor through the use of keystrokes rather than needing to manipulate the mouse. Most PCs have a "sticky key" option that allows the cursor to be manipulated through the keyboard.

Principle Seven: <u>Size and Space for Approach and Use</u> Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility.

- Provide a clear line of sight to important elements for any seated or standing user.

- Make the reach to all components comfortable for any seated or standing user.

- Accommodate variations in hand and grip size.

- Provide adequate space for the use of assistive devices or personal assistance.

Example for a One-Stop: Plan group meetings and workshops in a room large enough for a sign language interpreter and so that individuals who use wheelchairs have ample space to turn around. Chairs should not be too close to the front of the room, for accessibility as well as to allow the instructor to be seen by all participants.

Principles and guidelines developed at the Center for Universal Design, an initiative of the College of Design at the University of North Carolina (www.design.ncsu.edu:8120/cud/univ_design/princ_overview.htm). Compiled by advocates of universal design, listed in alphabetical order: Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden.

Benefits of Universal Design in One-Stop Career Centers

If universal design considerations are incorporated into the original design of a One-Stop, the cost is typically low and the result more aesthetically pleasing. Retrofitting space or services after the design is set can interrupt the flow of services and have a negative impact as an add-on to existing procedures. While this post-hoc design can improve services, it generally does not completely meet the needs of either the individuals who require additional support or the general public.

One-Stops are mandated to serve everyone, and the overall design reflects how welcome job seekers may feel. If One-Stop services are not welcoming or accessible, it is likely that not all individuals will use them. As a result, the One-Stop may lose out on serving a segment of its community. Individuals with disabilities represent approximately 45 million Americans. In addition, the largest segment of the American population is over fifty, and many of these individuals will continue to work into their seventies. While many of these older workers may not have a disability, they could still benefit from a design that requires less physical exertion, and supports memory and organizational skills. These potential customers may choose to take their business to One-Stops in which their needs are respected and addressed.

Not all needs of customers requiring support will be met through a universal design approach. However, focusing on services that are accessible to the largest number of people will reduce the need for individualized accommodation requests and allow customers to use services immediately rather than waiting to have an accommodation in place. This approach will also reduce the demand on staff time, as customers will be able to work more independently. There will continue to be situations in which specific changes will be needed for some customers to access services. However, since fewer requests will be made, it will be easier to respond to those modifications that are needed.

Implementing Universal Design in One-Stop Career Centers

There are a number of methods of ensuring that your One-Stop services are accessible to your customers. One such method is to use a "mystery shopper". "Mystery shoppers" are individuals who are not known to staff providing the service. The shoppers use One-Stop services

as any other customer, evaluate the user-friendliness of the services and how their needs were met, and later report their experiences. Finding mystery shoppers that represent individuals who have barriers to employment can help get a true picture of how services meet the needs of this population. Examining services in this manner is not intended to be a compliance review or to catch staff doing something wrong, but to continually monitor and improve services to meet your customers' needs.

The Metro North Regional Employment Board in Malden, Massachusetts, evaluated its One-Stop services for accessibility. They worked with a disability organization to conduct a series of evaluations, which were funded through the Customized Employment Project, a grant from the Office of Disability Employment Policy at the U.S. Department of Labor. The checklist below was developed as a result of this quality improvement process, and is intended as a tool to help One-Stop staff implement a universal design approach to their own services. At first glance, some of these ideas may seem simple or obvious. However, when familiar with the system, it is easy for staff to become comfortable doing things a certain way and to assume that everyone understands the procedures. Implementing these strategies will enhance the service delivery to all customers within the One-Stop system. These ideas are just a part of what is possible, and are intended to prompt staff to think about the wide range possibilities and potential for change within their One-Stop.

Welcoming Environment

☐ Welcome all visitors as they enter the One-Stop, and request that first-time customers complete a registration form.

☐ Inform every customer that assistance with completing the registration form is available. Staff should make this offer to everyone, not just people they suspect may have a disability. Customers may not be able to read the form or write the necessary information for a variety of reasons.

☐ Provide all information both verbally and in writing as a general practice in every aspect of One-Stop service delivery.

☐ Display clear, visible signs that direct customers to the location of resources, including staff who can answer questions, books, computer programs, telephones, and the like. Signs should use a combination of symbols and text whenever possible. Clear signage is an essential tool for orienting customers to One-Stop resources.

☐ Display signs that clearly indicate the availability of assistive technology and accommodations.

☐ Have information available on how to access the One-Stop by public transportation, both on the web site and at the front desk.

☐ Maintain electronic files of standard orientation and intake materials, as well as materials provided in various workshops. Provide them to customers ahead of time as requested.

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☐ Provide the option of registering and/or signing up for orientation and classes online or by telephone ahead of time so that orientation can be accomplished upon the first visit. Completing activities through the phone or web reduces unnecessary trips for customers who use specialized transportation services.

☐ Post a staff listing that includes photographs of staff members. Individuals may forget the names of staff they worked with, and this visual reminder will allow them to connect with the person they have worked with before.

☐ Provide a pad of paper and pen at the front desk along with a sign indicating that customers who are deaf or hard of hearing can write down instructions for the receptionist.

Intake

☐ Use private space when helping a person fill out forms, so other customers and staff cannot overhear the customer's responses.

☐ Offer several options for completing intake forms, and inform customers that they can use the method they are most comfortable with: filling out a paper form on their own; having a staff member assist them with the paper form; completing the form electronically at a workstation; or taking the paper form home to complete.

<u>Orientation</u>

Group orientations are held in some One-Stops and allow new customers to learn about the range of services available at the One-Stop and how to access these services. Orientation components may include a review of the One-Stop calendar of workshops and special events, as well as the specific services available. Upon completion of the orientation, staff can conduct a tour of the center to reinforce what customers have learned.

☐ Host orientations in a room with ample seating, allowing space for wheelchair mobility.

☐ Have the speaker sit or stand in an area visible to all participants. The speaker should speak loudly and clearly to aid people who supplement hearing with lip-reading.

☐ Give an overview of the facility at the start of orientation, including the location of restrooms, water, and emergency exits.

☐ Provide a written and oral overview of the orientation. Include the time frame, what topics will be covered, and when questions should be asked. An outline like this will help people organize the information and remember the material, and may reduce a customer's anxiety about whether their question will be addressed.

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☐ If disability-specific services are available, consistently provide this information verbally and in writing to all customers. Let people know how to access these resources. While discussing these services, indicate that while people with disabilities may find them helpful, there is no requirement that they use any services specifically for people with disabilities (including Vocational Rehabilitation). Clarify that they can still use any other One-Stop services for which they are eligible, whether or not they use services targeted to people with disabilities.

☐ Any forms or materials that contain personal information about individual customers should be kept concealed during orientation so that attendees cannot see them. This includes applications and forms that have been completed and collected during orientation.

☐ If the orientation facilitator observes any missing information on applications and forms, he/she should discuss the matter privately with the individual afterwards, not in front of the group. Explaining why specific questions are being asked may help customers to feel comfortable with revealing such information.

☐ Let customers know that while One-Stops run on a self-service model, staff are available to help customers make the most of the services.

☐ Provide a list of assistive technology available at the One-Stop, both verbally and in writing.

☐ Present information about the policy and procedure for requesting help or reasonable accommodations.

☐ Provide an extensive, private orientation to the One-Stop if a customer prefers one.

☐ Specify what steps customers must take in order to access the services discussed. For example, when customers must "register for classes early," how, where, and when do they register? How do people determine if they are eligible for additional services beyond the core services available to all customers?

☐ Ask participants periodically if they have any questions or would like information clarified.

☐ Provide a tour at the end of the orientation that includes One-Stop facilities and available equipment (e.g., fax machine, phones, copy machine, internet access, etc.). Point out any assistive technology available.

☐ Consider creating an audio- or videotaped version of the orientation and other workshops given at the One-Stop. This would be helpful for people who need to periodically review the material or go through it at their own pace.

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☐ Have a plan for addressing support personnel (e.g., family member or job coach) during orientation, since they will not be completing intake forms for themselves and the orientation leader should not draw attention to that fact.

Calendar

☐ Have a monthly calendar of events, with copies available at the front desk and throughout the public areas of the One-Stop.

☐ List days and times of orientation sessions on the monthly calendar.

☐ Post the monthly calendar on the One-Stop website, including dates, times, and a sign-up option for easy access by people with mobility or transportation issues.

☐ Use clear language on the calendar when describing events, services, hours of operation, and holidays. Avoid using jargon or abbreviations that customers may not understand. If abbreviations must be used due to space issues, include a guide to those abbreviations.

☐ Specify the target audience for each class and workshop offered.

☐ Indicate that people signing up for a workshop should request accommodations and/or information in alternative formats prior to attending. Staff may need to identify a specific time period by which requests must be received. This is particularly important if the accommodation will require advance scheduling, such as booking a sign language interpreter.

Workshops

☐ State early in the presentation that questions are welcome throughout the workshop. If the workshop generates new information (e.g., websites, phone numbers, and resources), provide it in various formats. For example, state new ideas in addition to writing them on the flip chart.

☐ Use concrete, basic language that is easy to understand. Reword current handouts that are abstract or require a higher educational level to understand.

☐ Read information off all handouts to facilitate learning by people with vision impairments, people who do not read, and people who can get distracted or over-stimulated.

☐ Once again, remind participants that assistance is available upon request.

☐ Supplement abstract concepts with visual aids when possible (e.g., show a "text-heavy" resume next to one with good use of "white space").

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☐ Define terms and concepts that may not be familiar to everyone (e.g., networking, marketing, recruiter, affirming language, job fair, temp agencies).

☐ Maintain a supply of cassette recorders and tapes, and make them available to attendees to tape workshops so they can review information later if they would like.

☐ Role-plays are an effective way for "hands on" learners to benefit from a workshop. Make role-plays voluntary, so as not to cause unnecessary stress for individuals who do not do well in group or impromptu situations. Breaking the workshop into smaller groups may make it more comfortable for people to role-play.

Print Material

☐ Print page numbers on all documents. This allows instructors to refer to specific sections of the handout, which can help people who have trouble following all the information.

☐ Supplement text with illustrative graphics (e.g., a labeled diagram of a cover letter and its various components).

☐ Use at least 12-point size font on all calendars and handouts, with 16-point font preferred.

Resource Room

☐ Provide clear, color-coded signs for each area and piece of equipment or assistive technology.

☐ To supplement voice output at workstations, and as an alternative option, make customers aware of America's Jobline. Individuals can call 1-800-441-5748 and follow prompts to menu choices. More information about America's Jobline is available at www.nfb.org/jobline/ enter.htm. This is also a good option for individuals who are not comfortable using computers, who want to access these job listings from home, or don't have internet access.

☐ Install speech output software in as many workstations as possible, and include headphones with each workstation. This software benefits a wide variety of individuals, including those who are blind or visually impaired, have reading challenges (learning disabilities. limited literacy, etc.), or prefer hearing information rather than reading it due to their learning style.

☐ Provide clearly posted instructions regarding how each workstation can be customized to individual user needs and preferences, including the details of any assistive technology installed on the machine. In addition to written instructions, offer demonstrations of how to use the equipment.

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☐ Include images of computer graphics and picture icons in these written instructions for computer programs and functions. This will help individuals match the text with what they are seeing on the screen.

☐ Ensure that videos have closed captioning. Closed captioning benefits people who cannot hear as well as those who have limited English proficiency. Some people benefit from the combination of spoken and written words.

☐ Use a color-coding system to make it easier for customers to find resource materials. For example, the One-Stop could locate all resume development materials in red binders and interview guidelines in green binders.

☐ Compile a "low-tech" toolkit for the resource room that customers can use to help them organize their materials. Include rulers, color dots, post-it notes of various colors, and pen grips.

By following these guidelines, One-Stops foster self-service while making their services more accessible to all customers.

Acknowledgments

Seven Steps to Accessible Computer Technology.

A comprehensive plan for creating an ability-friendly computer department.

1 Discovery. *"Where are we now?"*	2 Vision. *"Where do we want to be?"*	3 Strategy. *"How will we get there?"*	4 Acquisition. *"What products will we use?"*	5 Training. *"Who needs to know how to use it?"*	6 Outreach. *"How do we let people know it's here?"*	7 Institutionalize. *"How do we stay up to date?"*
Lay the groundwork: □ Garner support of management. □ Determine vendor or consultant involvement. □ Educate staff re: process. □ Build trust. □ Establish assessment schedule. □ Designate point person. Inventory of: □ Existing technology. □ Facilities. □ Staffing. □ Skills. □ Tasks & functions. Info gathering through: □ Existing work plans. □ Policies & procedures. □ Marketing materials. □ Staff/customer interviews, focus groups or surveys.	Develop team: □ Key managers. □ Financial. □ Grant/regulatory. □ Front-line staff. □ Customers. □ People with disabilities. □ Referral sources. □ Information & technology support. Prepare written plan outlining: □ Scope. □ Vision statement. □ Long-range goals. □ Budget. □ Timeline. □ Responsibilities. □ Evaluation criteria.	Generate tasks and work plans to support long-range goals. Develop implementation strategies: □ Ownership. □ Distribution. □ Set up. □ Storage. □ Supporting materials & documents. □ User issues. □ Maintenance. □ Training approach. Identify & pursue funding sources.	□ Research available products. □ Match functions of discovery, vision, and strategy with technology acquisition. □ Vendor selection.	□ Delivery methods. □ Target audiences. □ Basic requirements. □ Disability awareness training. □ General access training. □ Hands on product training. □ Skill maintenance. □ Roles & responsibilities. □ Community resources. □ Ensure accessibility of all training materials. □ Communicate & recognize staff training efforts.	□ Internal staff awareness. □ Signage. □ External marketing to mainstream and disability populations and community partners. □ Use existing modes of communication and/or identify new ones.	□ Measure results. □ Policies & procedures. □ Equipment upgrade schedules. □ Integration of access into organizational plan. □ Cycle back through model as needed. Final Goal: Assistive technology is no longer thought of as a separate issue, it is integrated into the overall information technology plan & the organization's operations.

"Inclusion is about honoring diversity and accommodating that diversity."

Duncan Wyeth,
Executive Director, Michigan Commission on Disability Concerns

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"Civilization is the process in which one gradually increases the number of people included in the term 'we' or 'us' and at the same time decreases those labeled 'you' or 'them' until that category has no one left in it."

Howard Winters,
Producer/Director/Screenwriter

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